DOCUMENT RESUME

ED 289 348 FL 017 062

TITLE	TESOL Newsletter, Vol. 18, 1984.
INSTITUTION	Teachers of English to Speakers of Other Languages.
PUB DATE	84
NOTE	211p.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	TESOL Newsletter; v18 n1-6 Feb-Dec 1984
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Adult Education; Bilingual Education; Computer Assisted Instruction; Computer Software; Courseware; Cultural Awareness; Developing Nations; Disabilities; Employment Practices; *English (Second Language); Foreign Countries; Foreign Students; Limited English Speaking; Literacy; Mainstreaming; Newsletters; Part Time Faculty; Professional Associations; Second Language Instruction; Self Evaluation (Groups); Self Evaluation (Individuals); Student Teaching; Teacher Developed Materials; Teacher Education; Technological Advancement; Telephone Usage Instruction; Writing Instruction
IDENTIFIERS	China; Japan; Kenya; Namibia; Peru

ABSTRACT

The 1984 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on language competence and cultural awareness in the United States; interest in English in Peru; employment trends; the case method in adult English as a second language (ESL); evaluating computer assisted instruction; the "sakura" technique; writing and editing instruction; practice teaching; ESL literacy; second language learning theory and writing instruction; part-time teaching issues; teaching English to Namibians; international issues; Japanese students; peer telephoning; ESL program self-evaluation; public school teacher education and ESL; ESL in Kenya; public domain software; the handicapped limited-English-proficient student; computer-generated materials for reading comprehension; teacher and ESL association responsibilities; using native pop music for instruction; the importance of language competence in education; teacher self-observation; Chinese English language education; surveys and second language learning; computer technology and national development; the National Association for Foreign Student Affairs; the British Council; instructional software; and bilingual education mainstreaming. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. Haskell

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED289348

TESOL NEWSLETTER

Vol. XVIII No. 1 Teachers of English to Speakers of Other Languages February 1984

JNCL RESPONDS TO U.S. EDUCATION REPORTS

Responding to the recent findings of numerous national studies on education in America, the language profession has issued a statement on "Language Competence and Cultural Awareness in the United States." This national statement clearly defines the importance of language skills and study in American life.

At the recent meeting of the Joint National Committee for Languages (JNCL), twenty-nine major language associations, including the less commonly taught languages, the classics, and English as a Second Language, declared, "We hold that all persons in our culturally rich and linguistically diverse nation should be provided the opportunity and be encouraged to become proficient in more than one language to a degree of mastery consonant with their need and aspiration." Noting the pluralistic nature of American society, the language profession declared that our rich linguistic heritage is to be "nurtured, encouraged and cherished." (See page 5.)

*A Nation At Risk** "strongly recommends" second language study; the College Board characterizes foreign languages as one of six "basic academic subjects that every high school student should be taking"; the Twentieth Century Fund declares that "every American public school student should have the opportunity to acquire proficiency in a second language"; and the Carnegie Foundation reports that "all students should become familiar with the language of another culture." The language community agrees strongly with the findings of these reports, but notes that responsibility does not reside in the educational establishment alone. Improvement of our national language skills for defense, diplomacy, and trade is the responsibility of all levels of government, business, industry, and other private and public institutions as well.

Having expressed a position on national language competence and cultural awareness, the JNCL and its sister organization, the Council for Languages and Other International Studies, are now drafting a specific set of recommendations on how this can best be accomplished.

---

*This report was prepared by the National Commission on Excellence in Education, a body created by U.S. Secretary of Education Terrel H. Bell.

U.S. Secretary of Education Terrel H. Bell will address the 18th TESOL Convention on March 7th.

Conventiontime

TESOL SERVES RICH BILL OF FARE

by Elliot L. Judd
Associate Chair, TESOL '84

Trying to summarize the 1984 TESOL Convention in Houston without attending it is like trying to review the quality of a restaurant's food when all you've seen is the menu. You really have to taste the food and you really must join us in Houston to get the full flavor of the 18th Annual TESOL Convention.

For appetizers, the Program Committee, under the skilled supervision of Chef Penny Larson and her able assistants Elliot Judd, Dody Messerschmitt, Jane Hughey, Michele Sabino and Nick Franks, have prepared some excellent dishes. Try sampling the over 100 colloquia and workshops that will be offered all day Tuesday, March 6 and Wednesday and Thursday afternoons, March 7 and 8. The topics range from refugee issues to second language acquisition research, from elementary level to

Continued on page 3

WRITING AND COMPOSITION:

TESOL NEWSLETTER SUPPLEMENTS INITIATED

This issue of *TN* contains the first of the supplement series we are initiating. Supplement No. 1 on writing and composition is the product of many long months of intense but rewarding work by Editor Ann Raimes and her Editorial Advisory Board consisting of Gay Brookes, Borough of Manhattan Community College; Sandra McKay, San Francisco State University; and Vivian Zamel, University of Massachusetts, Boston. Assisting in proofreading, page design and layout were *TN* Advisory Board Members Irene Dutra and Winnie Falcon together with Ann Raimes and Gay Brookes.

Topics have begun to pour in for future supplements: language testing; new technologies and TESOL; culture and TESOL; EFL around the world; listening comprehension; reading; English in special places—correctional institutions, hospitals and half-way houses; Native Americans; ESL for migrants, immigrants and refugees—to name but a few. A special advisory group is planning future supplements: Dick Allwright, University of Lancaster; Aaron Berman, TESOL; Irene Dutra, Bronx Community College; Douglas Flahive, Colorado State University; Mary Hines, New York, New York; Jean McConochie, Pace University; and *TN* Editor Osman. Readers are urged to make their thoughts and reactions to future topics known to the Supplements Advisory Board (addresses are on page 2, column 1). In addition, we would like to hear reactions to this first supplement.

Special thanks are directed to all those who contributed articles to this supplement, including those authors whose articles could not be used. Without everyone's efforts there would be no supplement for *TN* readers to enjoy.

—Editor

FL017062

BEST COPY AVAILABLE

TESOL NEWSLETTER

Alice H. Osman, Editor
F. H. LaGuardia Community College, CUNY
31-10 Thomson Avenue
Long Island City, New York 11101
Telephone: (212) 626-8546 or
(212) 663-5819

Editorial Staff and Advisory Board

Richard Allwright, *University of Lancaster*, Lancaster, England; **John Boyd,** *Illinois State University*, Normal, Illinois; **Mary Ann Boyd,** *Illinois State University*, Normal, Illinois; **Mary Ann Christison,** *Snow College*, Ephraim, Utah; **Cathy Day,** *Eastern Michigan University*, Ypsilanti, Michigan; **Irene Dutra,** *Bronx Community College, CUNY*, Bronx, New York; **Ronald Eckard,** *Middle East Technical University*, Ankara, Turkey; **Winifred Falcon,** *American Language Program, Columbia University*, New York, New York; **Douglas Flahive,** *Colorado State University*, Ft. Collins, Colorado; **Sergio Gaitán,** *Instituto Mexicano-Norteamericano de Relaciones Culturales, A.C.*, Mexico City, Mexico; **Mary Hines,** New York, New York; **Carol J. Kreidler,** *Georgetown University*, Washington, D.C.; **Jean McConochie,** *Pace University*, New York, New York; **Carmen Judith Nine-Curt,** *Universidad de Puerto Rico*, Rio Piedras, Puerto Rico; **Robert Oprandy,** *Teachers College, Columbia University*, New York, New York; **Howard Sage,** *American Language Institute, New York University*, New York, New York; **Lise Winer,** *Université de Montréal*, Montréal, Canada.

Production Manager

Lars LaBounty
Pantagraph Printing
Bloomington, Illinois 61701

Advertising Manager

Aaron Berman
TESOL Development and Promotions
P.O. Box 14396
San Francisco, California 94114
Telephone: (415) 697-5638

The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. **See back page for membership information.**

TN **welcomes news items** from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for **conference announcements** and **calls for papers** which should not exceed **150 words.** Send **two** copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, **four** copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1200 words** or **five typed double space** pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to **special sections** of the *TN* are advised to send **two copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Howard Sage, American Language Institute, New York University, Washington Square North, New York, NY 10003*; **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **Standard Bearer** (employment issues); *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** First state name of institution and location (city, state, country). Include address and telephone numbers last. The 100-word limit need not include the Equal Opportunity Employer statement but that information should be made clear in the cover letter. A fee is charged for special or boxed job and institutional ads, and they are limited to one-half of two columns. Arrangements are made through Aaron Berman, TESOL Development and Promotions. Note deadlines for receipt of items below; however, **last minute job notices** will be **accepted** provided there is space. **Advertising rates and information** are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: April 20th for the June *TN*

President's Note to the Members

As John Fanselow reported two years ago, a presidential year is one of a great deal of traveling, speech-making and meetings, of chicken dinners and wrinkled trousers. It has been an interesting change for me, from editing the words of others to trying to produce them myself, in public or on paper. I have found myself more often than not, in the words of Bob Gibson of Hawaii, opening my mouth only to change feet.

Houston is just around the corner and the year is coming to a close for me as president and so it seems appropriate to muse over the year since I first entered this column. While it has been my role to report to you the doings of TESOL, it has been the work of our membership that has set the pace for what has occurred, and there are many to thank for their efforts on behalf of TESOL and for their support of this president.

Many say that four years, one each as first vice president and president and two years as past president, are too much to give to TESOL. This seems especially true when one realizes that most people who get to the stage of being first vice president have already served for a number of years as a volunteer for TESOL in one capacity or another. But there is nothing that could replace the experience and the strength of those individuals that have already served. Though it takes its toll on the individual, I am convinced it is an essential ingredient in the successful working of the Executive Board. This past year could not, for me, have been possible without the support, direction, encouragement, experience, and consummate professionalism of my two most immediate predecessors on the Executive Board, John Fanselow and Darlene Larson. John brings a calm assurance to any deliberation and his strength of character, his fairness, his ability to bring all sides together made decisions more solid and easier. Darlene brings a perspective to a problem and to the decision-making process that is clearer and broader than most. Her ability to pinpoint the broader view, the greater professional implication of a matter, are unparalleled.

And we cannot overlook the value of having a past second vice president such as Jean Handscombe on the Board. Her immediate experience as program chair of the annual convention is of inestimable value in making decisions on future meetings. I believe that the second vice president should serve for two additional years on the Executive Board rather than one so that we can take greater advantage of this expertise.

Another thing that made this year enjoyable was a spring 1983 sabbatical in California and its concomitant close association with three other TESOL volunteers. It meant not only getting to know them better personally, but being able to communicate with them on an almost daily basis, to bounce even the smallest ideas off of them and to have them involve me in their decision-making processes regarding the convention, the promotion of TESOL and affiliate affairs. Second Vice President Penny Larson, TESOL's Director of Development and Promotion Aaron Berman, and First Vice President Charley Blatchford are three quite singular people who have in common traits that I have relied heavily on and reveled in: their professionalism, their dedication to TESOL and their humanity. They are genuinely nice human beings, and I thank them for their support, their encouragement and their willingness to listen, even after I had left California. They made me feel like a President.

It is difficult not to mention each Executive Board member by name because each in his/her own way contributed to the year's work in special ways. The newest members have provided no less in their fresh straightforward viewpoints than the more seasoned members whose continuity with past years is also needed. Work started under President Larson in the areas of public relations and scholarship moved ahead, and the Task Force on the Long Range Needs of TESOL that she appointed, headed by Dr. Alatis, provided the basis for far reaching decisions on the future direction of TESOL as an organization in the areas of staffing, space, and affiliate support. And, of course, the unsung heroes of TESOL are its working committees. Carol Kreidler, the chair of the Professional Standards Committee, has met with her committee throughout the year preparing the way for decisions to be made in Houston. Sadae Iwataki and the Nominating Committee put together the first slate for TESOL which includes the at-large slot on the Executive Board, expanding it by one (eventually by three). Jeanette Macero, the chair of the Sociopolitical Concerns Committee, and Doug Brown, the chair of the Publications Committee, have been inundated by tasks requested of their committees by the Executive Board and have always responded with speed and thoughtful professionalism.

The Task Force suggested that the staff of the Central Office, headed by Carol LeClair, TESOL's Executive Assistant, be increased. This will allow the administrative center of the organization to be even more responsive to the increasing demands made by TESOL members and affiliates.

Closer to home, I want to mention the kind of support that daily contact with fellow professionals provides, for their burden is greater than that of any others', as is their support. My school, Northeastern Illinois University; my Chairmen, Don Seigel and Gary Bevington; the departmental secretaries, and my Dean have never hesitated to make it easy for me to work for TESOL. They have rearranged schedules, provided monetary and emotional support, and even manual labor. Illinois TESOL/BE, the Illinois affiliate of TESOL, and its leadership have always been there when I needed them, keeping my ego bolstered and free of inflation. I have taken advantage of such friends as Dick Orem, Illinois TESOL/BE's Executive Secretary, asking him to head the new Interest Section on Teacher Education; and Elliot Judd, my colleague at the University of Illinois at Chicago, who has been an ear and a shoulder, a friend with the cheapest telephone bill attached. I have especially appreciated Elliot's patience and advice, his support and his sense of humor.

I have taken advantage of many friends this year. They reflect the kind of service that makes this organization work—willingness to give, to serve, to take time for the rest of us.

One of the reasons one is called on to thank others in this profession is the genuine pleasure gained from the friendships made in TESOL. I

Continued on next page

◆◆◆

Note . . .

Continued from page 2

count that fact the greatest reward of any service to one's profession. One of the nicest people I know in TESOL is also one of my oldest acquaintances and friends in ESL teaching, dating from the early 60s when we taught at a little business school just off Times Square, Alice Osman. She has kept me in touch with many a reality and priority that might have been missed. We are fortunate to have her attendance at board meetings, and I am fortunate to have her as a friend.

While such a list of thank yous can easily be endless, space and credibility, not to say interest require a limit. I cannot thank the individuals who have made this year easier often or well enough. But, it would be remiss of me to fail to mention, if not by name, the many kind individual members of affiliates I have visited who chauffered me around, fed me, coddled me, laughed with me, talked with me, put up with my often lopsided points of view or my too quick, too frank responses. They have helped to make a busy year, one of catching planes and juggling schedules, bearable. I thank you all for putting up with my long letters and tedious notes—and my tuxedo t-shirt. I have enjoyed this year—thanks to you.

John Haskell

◆◆◆

CONVENTION

Continued from page 1

adult level students, from employment issues to socio-political concerns. For those who prefer more movable feasts, we suggest one of the eight educational visits on either March 6 or 7. Public schools, bilingual education programs, community colleges, intensive university programs, and ESL in business are available for the choosing.

For the entrée, the choices are abundant. Highly recommended are the seven plenary sessions. **U.S. Secretary of Education Terrel H. Bell**, addressing the importance of language competence in education, is on the Wednesday evening bill of fare. There is the **Honorable Henry Cisneros**, Mayor of San Antonio, speaking on "The Role of Education in a High Technology Era"; **Shirley Brice Heath** of Stanford University discussing "Literacy or Literate Skills? Considerations for ESL/ EFL Learners"; and **Thomas C. Jupp** from the Inner London Education Authority talking about "Language Learning, Cross-Cultural Communication and Ethnicity: Some Contributions to English Language Teaching from Vocational ESL Work with Adult Immigrants." Also, **Alan Maley**, the Regional Representative of the British Council in Madras, India presents "On Chalk and Cheese, Babies and Bathwater, and Squared Circles: Can Traditional and Communicative Approaches Be Reconciled?"; **John W. Oller, Jr.**, of the University of New Mexico talks about "Methods That Work" and **Thomas Scovel** from San Francisco State University explores "A Brave New World for TESOL."

Also specially prepared are such gourmet treats as the Symposium on Research in Language Testing on Monday, March 5 and Tuesday, March 6; a Computer Workshop on March 6 and special sessions on Standards in Elementary-Secondary, Post Secondary and Adult Programs, and Proprietary and Non-U.S. Programs. Come and taste a Political Action Workshop, a Cross-Cultural Awareness Workshop for Faculty and Staff, the Organizational Get-Together or the Session for Administrators of ESL/EFL Degree Programs. There is also the meeting of Affiliate Newsletter Editors, a session for those who are Organizing Affiliate and Regional Conventions, a chance to "Meet the Editors" of various professional journals, a discussion of the "International Role of TESOL."

While all that has preceded is no doubt quite mouth-watering, there are also 600 demonstrations and papers from which to select. The presenters are from all parts of the world and they have compiled topics to cater to any palate—all skills, all levels, practical and theoretical, empirically-based or those who focus on methodology. . . . You name it, we have it!! Of course, there are the Interest Section Academic Sessions and Rap Sessions for those whose tastes run toward particular specialities.

For those who prefer more intimate forms of dining, may we suggest one of the Breakfast Seminars. Over forty scholars, publishers, practitioners, and leaders of TESOL will be available to preside over the early mealtimes. And for those who prefer a luncheon cuisine, we have prepared eight international luncheons.

A particular yearly favorite is, of course, the Exhibitors' Program, which will contain the most extensive showing of ESL books, materials and computer software ever displayed at a TESOL Convention. The exhibit area will be open from Wednesday, March 7, until Saturday, March 10.

You are also encouraged to sample from Teacher-Made Materials, the Poster Session on Friday afternoon, the Video Theatre, and the Elementary School Swap Shop. Naturally, there will be the Employment Center for those desiring to exchange job credentials and job openings with others.

While this menu looks so complete that a person is likely to overeat, please leave room for our special desserts and goodies. We have prepared a Texas Barbecue and Rodeo which all members can attend on Friday evening (we suggest informal dress—boots and cowboy hats are preferred) as well as the annual TESOL dance on Saturday night. Everyone is invited to attend the TESOL Reception on Tuesday night following the Official Opening Session. While we know that our menu is unsurpassed, we also urge all of you to visit the other sites in and around Houston.

As you can see, the 1984 TESOL Convention menu is bountiful in every respect. This reviewer gives it a 5-star rating, the highest ever given. But just don't read the menu—come to Houston between March 6 and March 11 and join us in this hearty meal. The ambiance just won't be the same without you!!

CORRECTION

Credit for the drawing of Houston on the cover of the December *TN* should have been listed as the Houston Natural Gas Corporation. The artist is Norman Baxter.

Special Sessions at TESOL '84 Convention

SCHOLARSHIP FUND

In not too many years (how many?) (can we make it sooner?), TESOL will be able to offer a scholarship/fellowship (which?) (how can we offer both?) to a TESOL member (?) for advanced (?) study. As funds grow it may become possible to offer travel grants to teachers to attend conventions, regional meetings or summer activities. (Or should those be our first projects and let a scholarship come later?) We may also someday be able to recognize works of merit with cash awards.

Preparing a foundation for all of this to happen is the work of TESOL's newest committee approved by the Executive Board in Toronto last March. Even its name is open for discussion (scholarship committee? awards committee? other?). You name it.

Messages from our members as to what they (you) think about all of these unknowns are our most important items of business. Send your thoughts, suggestions, priorities to Darlene Larson, The American Language Institute-NYU, #1 Washington Square North, New York, NY 10003, or come to the open meeting of the committee at 6:00 p.m. on Thursday, March 8 at TESOL '84.

WRITING AND COMPOSITION

A network of TESOLers interested in writing and composition is being formed as the result of a rap session at TESOL '83 in Toronto. The purpose of the network is to bring together people in TESOL interested in different facets of writing and ESL/EFL. A rap session and a colloquium at TESOL '84 in Houston are currently being planned. In addition, an informal newsletter will be sent to all members of the network. All people interested in writing are requested to send their names, addresses, phone numbers, and interest areas for inclusion on the mailing list. Please send information to: Tim Robinson, St. Edward's University, Austin, Texas 78704, U.S.A. Please indicate if you would be willing to act as an affiliate contact person on writing concerns.

TEACHER EDUCATION

The Teacher Education Interest Section announces its inaugural academic session to be held at TESOL '84 in Houston. Entitled **Issues in Teacher Education: Is Our Profession at Risk?**, this session will be a panel presentation by five well-known teacher educators of issues and concerns relevant to the areas of teacher in-service and pre-service education, and the preparation of teachers for work in non-English speaking countries. Panelists will include Doug Brown (San Francisco State University), Mary Ashworth (University of British Columbia), Edwina Hoffman (Florida International University), Peter Strevens (Bell Educational Trust), and Mary Hines (formerly of Teachers College, Columbia University). Time and place will be announced in the convention program book.

Foreign Student Influx into U.S. Reaches Plateau

"The enormous increase of foreign students which the United States experienced during the Seventies has reached at least a temporary plateau in the worldwide economic recession of the early Eighties," according to Dr. Richard Krasno, President of the Institute of International Education (IIE), the largest U.S. higher educational exchange agency. Dr. Krasno recently announced the results of the 1982-83 IIE census of foreign students at U.S. colleges and universities. The survey, published annually as *Open Doors*, is conducted with financial assistance from the U.S. Information Agency.

The 1983 total of 336,985 foreign students represented a 3.3 percent increase over the 1982 figure of 326,299. During the latter half of the Seventies the rate of growth never fell below 10 percent and twice exceeded 16 percent, but has been decreasing since.

Smaller Rate of Growth Attributed to World Wide Economic Recession

Dr. Krasno attributed the smaller increase largely to the worldwide economic recession, which has particularly affected the developing nations where over 80 percent of foreign students originate. A recent IIE survey of changes in higher education's policies towards foreign students suggests that a second factor in the declining growth rate may be more stringent admissions requirements by American colleges and universities.

Increases above 3.3 percent occurred only in Asia, Europe, and South America (where the increase was accounted for almost entirely by one country, Venezuela). The Asian region, which includes several especially populous nations and relatively stronger economies, accounted for most actual foreign student growth. Asian students numbered 119,650 in 1983 (106,160 in 1982), a 12.7 percent increase.

Middle Eastern Predominance Declines Among OPEC Students

Although Iranian student numbers have decreased by nearly fifty percent since 1980, Iran was still the leading country of origin with 26,760 students.

Nationals of the OPEC nations accounted for 26 percent (88,707) of all overseas students in 1983. Among the eight Mideast OPEC members, enrollment from Iran (down 25.4 percent), Libya (down 26.9 percent), Saudi Arabia (down 9.5 percent), and Algeria (down 9.6 percent) continued to decline. In contrast, non-Middle Eastern OPEC members continue to represent a source of growth. In 1983, students from Nigeria, Venezuela, Indonesia, and Ecuador accounted for 48 percent of all OPEC students, up from 41 percent in 1982.

Growth rates from several Asian countries were particularly notable in 1983: Malaysia (up 49.4 percent to 14,070); People's Republic of China (up 43.2 percent to 6,230); Korea (up 40.8 percent to 11,360); and Indonesia (up 23.6 percent to 5,030).

Twenty Third-World nations—OPEC members and populous or economically strong Asian countries—accounted for approximately 200,000 students in 1983. The remaining 134 less-developed nations sent only 75,000 students, an average of just over 550 per country. Many are poorer nations which could benefit from increased U.S. cooperation in higher education. A substantial number are located in strategically sensitive regions of the world.

Finances and Academic Interests

Only 15 percent of foreign students indicated a U.S. source as their major source of funding. Of these, only two percent received primary support from the U.S. Government.

Engineering continued to be the leading field of study (23 percent). Business and management were next with 18 percent, while science, mathematics, and computer studies together attracted 16 percent, indicating the career-oriented, technological orientation of international students.

Foreign students are enrolled at over 2,500 U.S. higher educational institutions, but just 70 schools with more than 1,000 foreign students each accounted for one-third of the total enrollment. Most such institutions were large universities. However, the single largest international student population continued to be at Miami-Dade Community College (community colleges now account for approximately one-sixth of the international students in the United States).

This year's *Open Doors* survey received the highest response rate ever: 2,795 U.S. colleges and universities (98.1 percent). Of that number, 2,529 actually enrolled overseas students. Foreign students comprise 2.7 percent of a total U.S. higher education enrollment of 12.4 million.

The IIE census of students from abroad is guided by the Interassociational Committee on Data Collection—composed of representatives of the Institute of International Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association for Foreign Student Affairs. The census data will be published as *Open Doors 1982/83* in early 1984. Those interested in the publication should send a postcard with their name and address to *Open Doors*, Office of Communications, IIE, 809 U.N. Plaza, New York, N.Y. 10017. Price and order information will be sent at a date close to publication.

Highlights of the 1982/83 International Student Census

Total Foreign Students in U.S. Colleges and Universities:	336,985
Leading Countries of Origin	
Iran	26,760
Taiwan	20,770
Nigeria	20,710
Venezuela	15,490
Malaysia	14,070
Canada	14,020
Japan	13,610
India	12,890
Korea	11,360
Saudi Arabia	9,250
Fields of Study	
Engineering	77,990
Business and Mgt.	60,960
Physical/Life Sci.	26,830
Math./Computer Sci.	25,680
Social Sciences	23,910
Fine/Applied Arts	15,510
Education	12,260
Humanities	11,990
Health Sciences	11,970
Agriculture	8,540
Academic Level	
Associate	14,740
Bachelor's	158,020
Graduate	110,270
Intensive English	13,130
Nondegree	7,210
Practical Training	3,620
Primary Financial Resources	
Personal/Family	228,500
Home Govt.	43,240
College or Univ.	29,810
Foreign Private	9,520
Employment	7,970
U.S. Govt.	7,430
U.S. Private	6,060
Other	4,460
Male	238,910
Female	98,080

Leading Institutions	
Miami-Dade C.C.	4,186
U. of So. California	3,651
U. of Texas/Austin	2,944
Columbia U.	2,824
U. of Wisconsin/Madison	2,680
George Washington U.	2,568
U. of Michigan/Ann Arbor	2,396
So. Illinois U./Carbondale	2,319
Ohio State U./Main Campus	2,262
U. of Minnesota/Twin Cities	2,212
Students from OPEC Nations	
Iran	26,760
Nigeria	20,710
Venezuela	15,490
Saudi Arabia	9,250
Indonesia	5,030
Kuwait	3,520
Libya	2,120
Iraq	1,840
Ecuador	1,290
United Arab Emirates	1,100
Algeria	850
Qatar	730
Gabon	17
World Regions	
Asia	119,650
Middle East	67,280
Latin America	56,810
Africa	42,690
Europe	31,570
North America	14,570
Oceania	4,040
Two-Year Institutions	47,912
Four-Year Institutions	289,073
Public Institutions	218,940
Private Institutions	118,045
Married	66,900
Single	270,090

Foreign Students by State and Territory—1982/83

State	1982/83	Rank
Alabama	3,903	29
Alaska	198	51
Arizona	4,242	26
Arkansas	1,640	36
California	49,715	1
Colorado	4,820	24
Connecticut	3,429	31
Delaware	731	44
District of Columbia	10,536	10
Florida	17,394	4
Georgia	5,496	18
Hawaii	3,281	32
Idaho	907	41
Illinois	13,781	6
Indiana	6,476	14
Iowa	4,895	23
Kansas	5,208	21
Kentucky	2,074	33
Louisiana	8,931	11
Maine	409	50
Maryland	5,354	20
Massachusetts	16,075	5
Michigan	12,771	7
Minnesota	4,926	22
Mississippi	1,564	38
Missouri	5,798	17
Montana	750	43
Nebraska	1,961	34
Nevada	448	48
New Hampshire	614	47
New Jersey	6,115	16
New Mexico	1,318	39
New York	29,073	2
North Carolina	5,397	19
North Dakota	630	46
Ohio	12,001	8
Oklahoma	8,911	12
Oregon	4,703	25
Pennsylvania	11,021	9
Rhode Island	1,177	40
South Carolina	1,909	35
South Dakota	688	45
Tennessee	4,116	27
Texas	26,577	3
Utah	4,052	28
Vermont	761	42
Virginia	3,855	30
Washington	6,754	13
West Virginia	1,636	37
Wisconsin	6,166	15
Wyoming	434	49
Guam	426	
Puerto Rico	778	
Virgin Islands	170	
TOTAL	336,985	

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and ***Guidelines for Summer Institute Proposals***, write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

Language Competence and Cultural Awareness in the United States:

A Statement of the Position of the Joint National Committee for Languages* and the Council for Language and Other International Studies

The United States is a nation to whose shores have come peoples from every continent, and history records their priceless contributions. From the beginning the quality of life has been ennobled and enriched by them, and city and village streets have resounded with the music of many languages. It is a rich heritage, one to be nurtured, encouraged, cherished.

We hold that all persons in our culturally rich and linguistically diverse nation should be provided the opportunity and be encouraged to become proficient in more than one language to a degree of mastery consonant with their need and aspiration. The learning of other languages adds new linguistic competence and cultural sensitivity to already valuable linguistic backgrounds. One language is never intended to supplant another. We hold, therefore, that all persons, whatever their linguistic and cultural background, should be encouraged to preserve that proud birthright and be given the opportunity to continue to grow in the understanding and use of it.

Those who are not proficient in English should be provided the opportunity and encouragement to become so, since English is the key to gaining an accurate, broad perspective on American life, to obtaining equality of educational, economic, social and political opportunity, and thereby to participating fully and freely in society. In the same way, those who are proficient only in English should have the opportunity and should be encouraged to achieve proficiency in other languages and to know and appreciate the history and culture of other peoples. It is through the knowledge of languages and cultures that we best begin to know and comprehend the scope and significance of human experience in history, from ancient times to modern; it is through the knowledge of languages and cultures that we best learn to tolerate and appreciate cultural and linguistic diversity at home, to understand our contemporaries abroad, and so achieve our full potential as citizens of the world.

The educational establishment, despite all its diversity and resources, cannot alone assume the responsibility for providing the means for language study and encouraging learners to achieve mastery; government, at all levels, business, industry, cultural and other public and private institutions must support this effort as well.

The consequences of these principles of opportunity and encouragement are significant for both the individual and the nation. The individual will enjoy a wider and richer range of personal experience and, at the same time, benefit from an expanded scope of employment and professional opportunities. The nation also will benefit. During its relatively short history, the United States has assumed an important international role, influencing in many ways the political, social, and economic structures of life in other countries and, in turn, being influenced by those with whom it interacts. These relationships will continue, will become more numerous, and will change in character out of both choice and necessity. We believe, therefore, that language competence and cultural awareness are essential to the responsible and sensitive fulfillment of this international role.

**The Joint National Committee for Languages is made up of twenty-nine major language associations. Dr. James E. Alatis, Executive Director of TESOL, is currently serving as its president.*

LONGMAN—THE BEST FO[illegible]

True Confessions for the Classroom

Photo Stories 1: Blues for Julie

- Reading and conversation practice for secondary and adult learners
- An involving love story told in pictures; a *photonovella* for the ESL classroom
- Natural language and situations familiar to students
- Highly communicative photographs
- Low-level reading strategies
- A dramatized rendition of the story on Cassette.

0 582 79806X published $2.95

NEW!
Structure Practice in Context
1
JAY MAURER

[illegible] nats

- Consolidation Units, [illegible] structures in new contexts [illegible] contrasting similar structures.

0 582 798582 published $4.65

Longman
1560 Broadway
New York, NY 10036
(212)819-5300

For information or to order, call our new toll-free "ESL-PHONE" 1-800-445-4510.

PITT SERIES IN ENGLISH AS A SECOND LANGUAGE

(formerly TESOL TEXTS and TAPES)

University of Pittsburgh Press
Pittsburgh, PA 15260

ANNOUNCING A NEW TEXT AND GUIDE FOR ADVANCED ESL STUDENTS

WRITING A RESEARCH PAPER ***by Lionel Menasche***

Most ESL students are unfamiliar with the conventions of the English-language research paper, and their first experience with writing one is often a source of anxiety. This guide is designed to put the student at ease by breaking the research and writing processes into a series of manageable activities with appropriate exercises. By means of very specific assignment instructions, the writers are guided through selection and narrowing of a topic, library use, note-taking, writing drafts, and following bibliographic formats.

This textbook can be used in general writing courses, courses devoted exclusively to teaching the writing of research papers, as a reference book for individual students, or as a supplementary text in any course in which students have little or no experience in writing research papers.

Available April 1984 $5.95

Other Texts and Tapes in the Series

DEVELOPING BASIC WRITING SKILLS IN ESL *by Marie Hutchison Eichler (1981) 176 pages. $5.95*

MMC: DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH AS A SECOND LANGUAGE *by Mary Newton Bruder (1974) 479 pages. $11.95s**

STUDENT'S WORKBOOK OF GRAMMAR EXERCISES *by Dorothea Gottlieb Akhand (1976) 100 pages. $4.95s*

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ENGLISH AS A SECOND LANGUAGE *by Judith Carl Kettering (1975) 64 pages. $3.95s**

DEVELOPING COMMUNICATIVE COMPETENCE: ROLEPLAYS IN ENGLISH AS A SECOND LANGUAGE *by Christina Bratt Paulston, Dale Britton, Barry Brunetti, and John Hoover (1975) 56 pages. $3.95s*

AMERICAN ENGLISH SOUNDS AND SPELLINGS FOR BEGINNING ESL STUDENTS *by Judy Vernick and John Nesgoda (1980) 245 pages. $7.95s**

PRONUNCIATION EXERCISES FOR ADVANCED LEARNERS OF ENGLISH AS A SECOND LANGUAGE *by Gary Esarey (1977) 132 pages. $5.95s**

CONVENTIONS IN THE MECHANICS OF WRITING: A LANGUAGE LABORATORY MANUAL FOR FOREIGN STUDENTS *by Barbara L. Jaramillo (1974) 89 pages. $4.95s*

Catalogs are available on request

**Audiotapes (cassette and/or reel) to accompany the text are also available. ("s" following price denotes short discount.)*

Series Editors: Christina Bratt Paulston and Mary Newton Bruder

NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

NYC ADULT BASIC EDUCATION CONFERENCE

The fifth New York City Adult Basic Education Conference will take place on March 31. The conference is for teachers and administrators in the fields of adult literacy, adult basic education (ABE), ESL, and high school equivalency test (GED) preparation. It will be held at the Bank Street College of Education, 610 West 112 Street, New York City from 8:30 a.m. to 4:30 p.m. Workshops will address several topics including diagnosis and prescription, computer-assisted ABE, new approaches in ESL, basic writing and basic reading. Publishers' representatives will exhibit new ESL, ABE and GED materials. For more information, write to: Mae Dick, NYC Technical College, CUNY, 300 Jay Street, Brooklyn, New York 11201-2983. Telephone: (212) 643-2666.

ABC SUMMER COLLOQUIUM: JULY 6-7

The TESOL program at Teachers College, Columbia University is soliciting proposals for its **1984 ABC (American, British, Canadian) Summer Weekend Colloquium** on topics related to models, practices and issues of language teacher preparation, supervision, second language acquisition research, including classroom observation. Proposals for presentations including demonstrations (all 50 minutes) are welcome in English, Spanish or French. Limit the proposal to a 350-word abstract and include a 100-word summary. Send two copies with name, address, and telephone number by March 30 to: John Fanselow, ABC Colloquium Director, Box 63JL, Teachers College, Columbia University, New York, NY 10027. The ABC Colloquium is part of the **ABC Summer Workshops,** also organized by the TESOL program at Teachers College, June 22-July 12. These are a follow-up to the 1983 Georgetown University Round Table which brought together American, British and Canadian teachers and scholars. The ABC Workshops will explore the topics of the ABC Colloquia in depth. For more information, write to: John Fanselow, ABC Workshops Director (see address above).

NARDSPE CONFERENCE ON DEVELOPMENTAL EDUCATION

Sessions addressing the topics of basic academic skills, ESL, computer usage, developmental program design, learning centers, learning disabled students and program design will be presented for instructors, counselors and administrators at the eighth annual **Conference on Developmental Education.** The NARDSPE Conference (National Association for Remedial/Developmental Studies in Postsecondary Education) is March 8-10 at the Marriott Hotel, Philadelphia, Pennsylvania. For information contact: Samuel Hirsch, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130. Telephone: (215) 751-8487.

RELC REGIONAL SEMINAR

The Southeast Asian Ministers of Education Regional Language Centre (RELC) in Singapore will hold its 19th Regional Seminar on April 23-27 centering on the theme **Communicative Language Teaching.** More information from: Director, (Attention: Chair, Seminar Planning Committee), SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING/LEARNING

The Japan Association of Language Teachers, an affiliate of TESOL, will sponsor its tenth annual International Conference on Language Teaching and Learning at Tokai University Yoyogi Campus, Tokyo from November 23 through November 25, 1984. The conference will feature workshops, demonstrations and papers dealing with a wide range of topics relevant to language teaching, learning, and acquisition.

Persons interested in attending can receive information by contacting: JALT, c/o Kyoto English Center, Sumitomo Seimei Building, Karasuma Shijo Nishi-iru, Shimogyo-ku, Kyoto 600, Japan.

JALT CONFERENCE CALL FOR PAPERS

The JALT Conference (see above) organizers warmly encourage proposals for papers, demonstrations, and workshops, etc., relevant to language teaching/learning/acquisition. For proposal consideration, please submit the following prior to August 1, 1984: (1) Two double-spaced copies of an abstract, typed on letter-size (A4) paper, one with your name and contact address *on* and one *off*. This abstract should include a clear indication of your target audience. (2) On separate sheet(s), please list your name, address, the title of the proposal (less than 10 words), a brief abstract (150-200 words) suitable for inclusion in the program handbook, any technical equipment you would require, a brief personal history (25-50 words) for the program handbook, and where you saw this call for papers. (3) Inclusion of a head-and-shoulders photo for the handbook is encouraged.

We regret that financial assistance is not available. However, the conference fee for presenters will be waived. Submissions should be sent to the following address: Carrie Hansen, Program Chair, JALT, c/o Kyoto English Center, Sumitomo Seimei Building, Karasuma Shijo Nishi-iru, Shimogyo-ku, Kyoto 600, Japan.

JALT JOURNAL CALL FOR PAPERS

The Japan Association of Language Teachers (JALT) Journal is now accepting both practical and theoretical articles for its next edition. Those addressing the following areas are especially welcome: curriculum, methods, and techniques; classroom observation; teacher education and teacher training; cross-cultural studies; language learning and acquisition; and overviews of or research in related fields. For manuscript guidelines or other information write to: Patrick E. Buckheister, Co-editor, *JALT Journal*, Nanzan Heights 13, 18-8 Gokenya-cho, Showa-ku, Nagoya 466, Japan.

CONGRESS ON HUMOR

The fourth International Congress on Humor will take place in Tel Aviv during the week of June 10-15, 1984. The Congress will be preceded by the first International Colloquium on Jewish Humor June 6-8, 1984. For further information, write to: Secretariat, Fourth International Congress on Humor, P. O. Box 50006, Tel Aviv 61500, Israel.

LANGUAGE: KEY TO LEARNING

Illinois TESOL/BE announces its 12th Annual State Convention at the Americana-Congress Hotel, Chicago, April 6-7, 1984. The planned activities for these two days, centering on the theme **Language: Key to Learning,** include four plenary sessions with Richard Yorkey, Jean Handscombe, Dennis Terdy, and Carole Urzúa. More information may be requested from Richard Orem, Graduate Studies in Adult Education, 101 Gabel Hall, Northern Illinois University, De Kalb, Illinois 60115.

USF LINGUISTIC CLUB ANNOUNCES A CALL FOR PAPERS

The fourth annual **Second Language Acquisition and Second Language Teaching** Conference, sponsored by the Linguistics Club of the University of South Florida, will be held June 22-23, 1984, in Tampa. The purpose is to increase awareness of current theories, methods, research and issues in second language acquisition and learning. The featured speaker at the two-day conference will be Dr. Stephen Krashen. Appropriate topics from linguistics (theoretical and applied), ESL, psycho- and sociolinguistics, and education are welcome. Send abstracts (500 words or less) by April 1 to: USF Linguistics Club, International Language Center — LET 293, University of South Florida, Tampa, Florida 33620. Address any requests for conference information to the above address or telephone (813) 974-3433.

MAJOR NATIONAL ASSEMBLY TO ATTRACT MORE THAN 1000 PEOPLE

More than 30 international, educational, and business organizations are co-sponsoring a major national conference scheduled for May 17-19, 1984 in Washington, D.C. entitled **Global Crossroads: Educating Americans for Responsible Choices.** The National Assembly will bring together for the first time more than 1000 people representing a variety of constituencies and concerns—elementary, secondary, and post-secondary educators; business and community leaders; policymakers; environmentalists; and representatives of international organizations. All are concerned with preparing Americans for citizenship in a global age and meeting the need for trained men and women who can live, work, and make responsible choices in an increasingly international and interdependent world. Those interested in further information or in participating may register by sending a check for $75.00 before March 15, 1984, or $95.00 thereafter, to Ms. Pam Wilson, Global Perspectives in Education, Inc., Box D, 218 East 18th Street, New York, NY 10003.

ASIAN AMERICAN EDUCATION CONFERENCE

The fifth East Coast Asian American Education Conference will be held on April 20-21 in Washington, D.C. More information from: Lung-ching Chiao, International Education Programs, Office of Post Secondary Education, U.S. Department of Education, Washington, D.C. 20202. Telephone: (202) 245-2794.

Continued on page 8

ANNOUNCEMENTS

Continued from page 7

TEACHING TECHNICAL AND PROFESSIONAL COMMUNICATION

The tenth annual conference on **Teaching Technical and Professional Communication** will be held at the University of Michigan July 30-August 3, 1984. The first of its kind in the country, this conference has been offered continuously since 1975. It is designed especially for teachers new to teaching technical and professional communication and for administrators responsible for developing programs. The conference is also valuable for experienced teachers from both educational institutions and industry to exchange ideas and to learn new approaches to teaching communication. For further information write to: Ms. Gretchen Jackson, Technical Communication Conference Coordinator, 1223 East Engineering, College of Engineering, The University of Michigan, Ann Arbor, Michigan 48109. Telephone: (313) 764-1420.

SYMPOSIUM ON SECOND LANGUAGE ACQUISITION AT UWM CAMPUS

Current Approaches to Second Language Acquisition will be the topic of the 13th annual University of Wisconsin at Milwaukee Linguistics Symposium to be held March 29-31 on the UWM campus. This symposium is intended to perform a state-of-the-art analysis of the second language field. Researchers and educators representing a broad spectrum of approaches to second language acquisition will outline their theories of the learning process and their teaching methodologies.

The conference will consist entirely of invited presentations. Scheduled speakers include Bernard Spolsky, Earl Stevick, Philip Dale, Joshua Fishman, Harry Whitaker, Christian Adjemian, James Asher, Marina Burt, Heidi Dulay, Fred Eckman, Caleb Gattegno, Evelyn Hatch, Keith Johnson, Eric Kellerman, Robert Lado, Jennybelle Rardin, John Schumann, Elaine Tarone, and others.

Support for this symposium is being provided by the National Science Foundation and the British Council. For more information and registration materials, write or call: Barbara Wheatley, SLA Symposium, Linguistics Department, UWM, Milwaukee, Wisconsin 53201. Telephone: (414) 963-4285.

NORTHERN ILLINOIS UNIVERSITY MICROCOMPUTER AND SOFTWARE FAIR

The College of Education of Northern Illinois University is sponsoring its second annual **Microcomputer and Software Fair** on Tuesday, April 3, 1984, 9:00 a.m. to 4:00 p.m. Along with exhibits and demonstrations there will be a series of seminars related to microcomputers and software and helping educators evaluate their needs for the future. To meet the growing needs of educators in the field, the Program Committee will arrange special one-day programs for groups of teachers, administrators, curriculum personnel at no charge during the Fair. Exhibits of software related to TESOL programs are welcome. Refer questions to: Louise E. Dieterle, Associate Dean, College of Education, Northern Illinois University, De Kalb, Illinois 60115. Telephone: (815) 753-1949.

Continued on page 9

Welcome Additions for 1984

NEW! IMAGES: English for Beginners
Guenther Zuern
This unique two-volume ESL/EFL course is written especially for zero-level young adult and adult students. **IMAGES**' relaxed, easy pace introduces students to natural, conversational English *in context* through appealing *photo-stories*. Includes accompanying tape cassettes and detailed teacher's editions.

NEW! VOICES OF AMERICA: Listening Made Easy Step-By-Step
Nina Weinstein
Based on five interviews with prominent first- and second generation Americans, **VOICES OF AMERICA** offers a fascinating, step-by-step approach to teaching listening skills and strategies to low-intermediate and intermediate level ESL/EFL students. Special listening focus on common reduced forms such as '*gonna* and '*wanna*, and the natural complexities, hesitations, and repetitions of spoken American English.

NEW! SPRINGBOARDS: Interacting in English
Richard Yorkey
These exciting communication activities offer creative and challenging ways to promote natural conversation and discussion at the low-intermediate to advanced levels. Developed and tested by Richard Yorkey, a well-known innovator in the ESL/EFL field, **SPRINGBOARDS** will entertain, inspire, and motivate your students to build their communication skills in English.

Clip the coupon below for more information. . . . And see us at TESOL in Houston!

Addison-Wesley Publishing Company
World Language Division
Reading, Massachusetts 01867

Please send me more information on these exciting new materials:
- ☐ **IMAGES**
- ☐ **VOICES OF AMERICA**
- ☐ **SPRINGBOARDS**

Name ______________________
School ______________________
School Address ______________________
City __________ State __________ Zip __________
☐ Please send me a 1984 ESL/EFL Catalog.

WHALEWATCHING, MOUNTAIN LAKES, TALL FORESTS

WEEKEND SEMINARS HIGHLIGHT TESOL 1984 SUMMER INSTITUTE IN OREGON

by Deborah Marino
Oregon State University

"If there's one book I hope people will read before joining us at this year's TESOL Summer Institute (TSI), it's Ken Kesey's *Sometimes a Great Notion*." The '84 TSI Director Karl Drobnic was relaxing for this interview in the just completed atrium of his Pacific beach home, the driving rains of Oregon's long, stormy winter pounding on the window. "First, the weekend seminars at Heceta Head Lighthouse are just about exactly where Kesey's mythical Wakonda Agua would be located, and I can't describe the area better than Kesey. Second, once you read the book, you'll understand exactly why all Oregon takes to the outdoors the day the storm stops."

Oregon's TESOL Summer Institute will turn from the classroom to the mountains and beaches each weekend with a series of Saturday/Sunday seminars that combine learning, scenic splendor, and recreation.

While the morning mists clear from the high lakes of the Cascades, fishermen angle for trout.

Oregon is a place people move to, and native born Oregonians are almost a minority culture. So the tough Oregon environmental laws have something of the fervor of the converted in them. "We're going to get TSI participants out into it," Drobnic said. "That's the point of rotating the institutes from place to place each summer—to add regional flavor to the learning experience. And I can't think of anything more flavorful than the open pit salmon barbecue ORTESOL is planning for TESOL Summer Meeting participants."

Drobnic flipped open *The Oregon Book* to a color photograph of a Native American in full Indian garb tending long sides of salmon skewered on alder stakes that leaned to the point of breaking over a pit of glowing coals. *The Oregon Book* is eighty pages of full color Oregon, available free to anyone who calls 1-800-547-7842, or writes: Oregon Tourism; Room SB84, 595 Cottage N.E.; Salem, Oregon 97310.

"I wish the deadline for the *TESOL Newsletter* were a month later," Drobnic said. "A lot of the places we're planning weekend seminars for aren't taking summer reservations yet, so the details are still up in the air." A teal blue poster, fresh from the printer, lies open beside him proclaiming the TESOL Summer Institute in cranberry red while a salmon in white relief cascades past a litany of weekend seminar activities: mountain hiking, beachcombing, rowing on the high Cascade lakes, spectacular environmental photography, whalewatching, open-air Shakespeare, deep-sea fishing, a list that the constraints of "poster language" makes obviously too brief.

"I've vacationed the last two summers at one of the seminar sites," Drobnic said. "Olallie Lake. Mt. Jefferson rises right over it. The snow cap reflects in the water like a *National Geographic* photo and rowboat rental for all day is ten dollars. It's a restricted lake—no motor boats allowed, so the trout fishing is fantastic all summer long. It's in the middle of tall timber, fir mostly, with a series of hiking trails connecting several campgrounds with four or five mountain lakes." The map shows more—hot springs, forests, the Pacific Crest Trail, and a national wilderness area, all surrounding Olallie Lake.

"Aaron Berman was just here to coordinate the TESOL Summer Meeting arrangements for the Central Office, and we were both getting excited about his plans for next summer. He'll be here for activities through the Summer Meeting and then he's taking the ferry from Seattle up the Inland Passage to Alaska. You can get off and on at all the stops along the British Columbia coast."

There is a regionalism pervading the Pacific Northwest that serves to obscure boundaries. Seattle is uncontestedly the major financial and cultural center, and Canadians and Americans cross the border with about as much delay as stopping for a traffic light. A peace memorial reminds them that their nations once almost went to war over a boundary dispute. But that was long ago . . ."

On a promontory high above the Pacific, Heceta Head Lighthouse awaits weekend seminar participants at TESOL's Oregon Summer.

photos by John West

Deep sea fishermen race for harbor as a storm gathers over the Oregon coast.

"I get together with Wayne Haverson and others to talk about these weekend seminars, and it's hard to know where to stop. Another matchup we have in mind is asking John Fanselow to lead the seminar on ESL and literature at the Shakespeare Festival in Ashland. We're in the middle of reserving tickets for that now, and we're not sure yet what plays we'll get."

"We've asked the faculty from the Portland area to suggest a city weekend, too, so people who don't care for hiking and beachcombing will have urban and culture choices. Not that we're planning everybody's every waking moment. It's just that nature is so bountiful here, sharing is part of the culture."

But it's the water-god doing the sharing the gray afternoon of this interview, rain still sluicing down the windows, mad rivers flowing from the downspouts—and disappearing. The Oregon earth drinks it up, a sponge with a desert thirst. Drobnic's thoughts are obviously on the water, too.

"It's the deep sea fishing seminar I want to host. I've been out there during good rip tides when the sea literally leapt against the boat trying to get at the bait. But I can't think of an appropriate subject. I just sent a letter to Henry Widdowson asking him to co-host with me, but some people don't like going out on the ocean. I hope Henry does. Then he can set the topic and I'll just bait the hooks."

We left it there, the rain filling up the ocean, the details unsorted. "Come see us at TESOL Houston," Drobnic suggested. "We'll have a booth in the publishers' exhibits. And answers. We'll have it all worked out."

McGraw-Hill presents

NEW

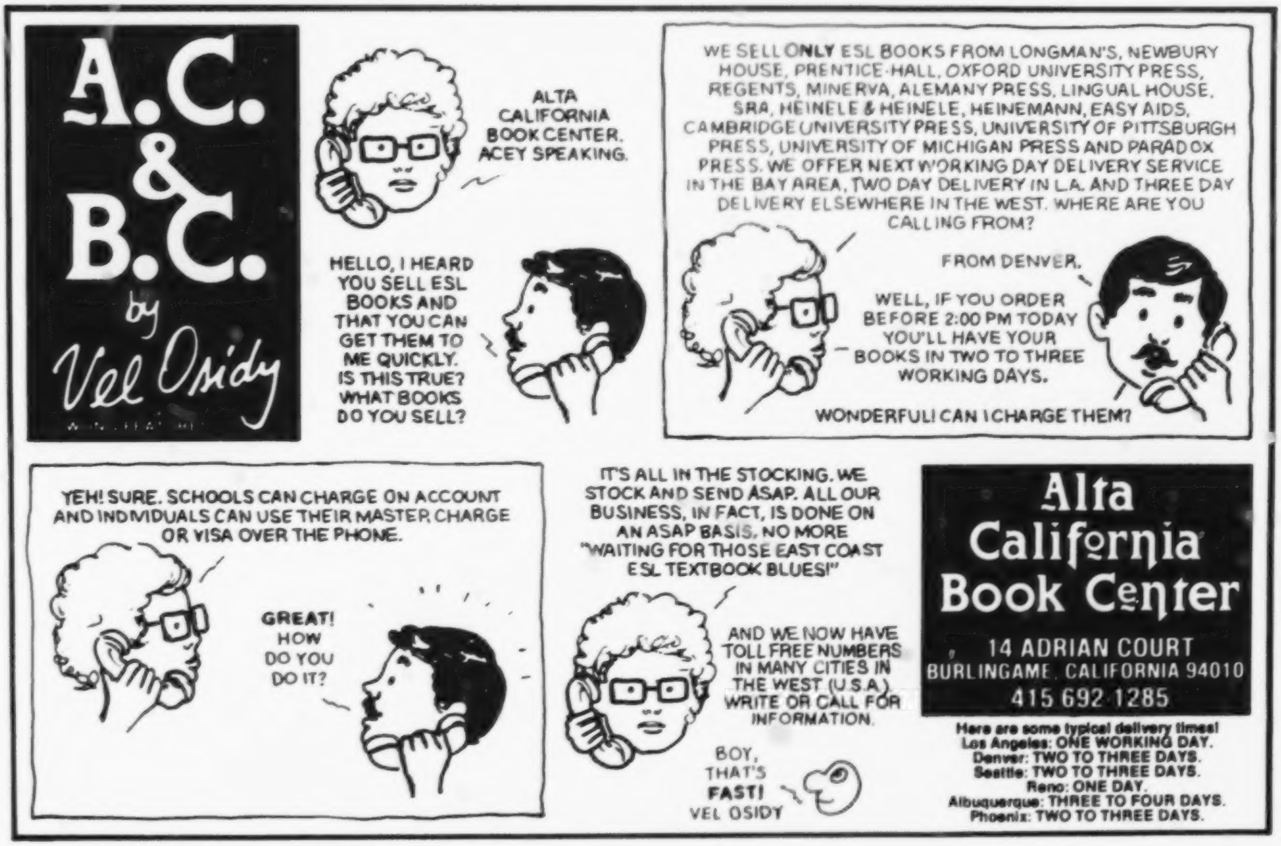
PATHWAYS TO ENGLISH

NEW

Pathways to English
Pathways to English
Pathways to English
Pathways to English
Pathways to English
Pathways to English

The new series for secondary to young adult levels that effectively achieves a balanced development of communicative competence and language mastery.

McGRAW-HILL BOOK COMPANY/INTERNATIONAL GROUP
1221 Avenue of the Americas, New York, New York 10020


A.C. & B.C.
by Vel Osidy
ALTA CALIFORNIA BOOK CENTER. ACEY SPEAKING.
HELLO, I HEARD YOU SELL ESL BOOKS AND THAT YOU CAN GET THEM TO ME QUICKLY. IS THIS TRUE? WHAT BOOKS DO YOU SELL?
WE SELL ONLY ESL BOOKS FROM LONGMAN'S, NEWBURY HOUSE, PRENTICE-HALL, OXFORD UNIVERSITY PRESS, REGENTS, MINERVA, ALEMANY PRESS, LINGUAL HOUSE, SRA, HEINELE & HEINELE, HEINEMANN, EASY AIDS, CAMBRIDGE UNIVERSITY PRESS, UNIVERSITY OF PITTSBURGH PRESS, UNIVERSITY OF MICHIGAN PRESS AND PARADOX PRESS. WE OFFER NEXT WORKING DAY DELIVERY SERVICE IN THE BAY AREA, TWO DAY DELIVERY IN L.A. AND THREE DAY DELIVERY ELSEWHERE IN THE WEST. WHERE ARE YOU CALLING FROM?
FROM DENVER.
WELL, IF YOU ORDER BEFORE 2:00 PM TODAY YOU'LL HAVE YOUR BOOKS IN TWO TO THREE WORKING DAYS.
WONDERFUL! CAN I CHARGE THEM?
YEH! SURE. SCHOOLS CAN CHARGE ON ACCOUNT AND INDIVIDUALS CAN USE THEIR MASTER CHARGE OR VISA OVER THE PHONE.
GREAT! HOW DO YOU DO IT?
IT'S ALL IN THE STOCKING. WE STOCK AND SEND ASAP. ALL OUR BUSINESS, IN FACT, IS DONE ON AN ASAP BASIS. NO MORE "WAITING FOR THOSE EAST COAST ESL TEXTBOOK BLUES!"
AND WE NOW HAVE TOLL FREE NUMBERS IN MANY CITIES IN THE WEST (U.S.A.). WRITE OR CALL FOR INFORMATION.
BOY, THAT'S FAST!
VEL OSIDY

Alta California Book Center

14 ADRIAN COURT
BURLINGAME, CALIFORNIA 94010
415 692-1285

Here are some typical delivery times!
Los Angeles: ONE WORKING DAY.
Denver: TWO TO THREE DAYS.
Seattle: TWO TO THREE DAYS.
Reno: ONE DAY.
Albuquerque: THREE TO FOUR DAYS.
Phoenix: TWO TO THREE DAYS.

THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

The column this time consists of an unsolicited item of news. We are happy to print contributions from members who wish to share their ideas, successes and failures with TN readers.

WESL INSTITUTE MAKES PROGRESS

by Ronald W. Bradley
Western Illinois University

Has your ESL institute been relegated to the least desirable quarters on campus? Do you have little or no control of your budget? Do your ESL instructors receive few or none of the benefits that regular faculty receive? Is your ESL staff prohibited from entering tenure track positions? These are just a few of the many concerns coming to the forefront in the ESL profession.

WESL (Western's English as a Second Language) Institute at Western Illinois University is an intensive, noncredit program. Since its beginning in 1977, the WESL faculty and administration have fought hard for some of these issues with substantial progress in many of these areas of concern. Let me begin with a brief history of the institute. In 1977 WESL Institute was established by the Dean of International Programs to offer a special program for non-university-bound Japanese students. The program, however, was not thought to be a serious or permanent one by the university at large, or the administration, even though the WESL faculty received all of the benefits afforded regular university faculty, such as health and retirement benefits, and the same cost of living increases. In fact, it was relegated to the worst building on campus, the basement of the original women's dormitory that had long since been condemned. In its beginning, the most propitious aspect was the establishment of an administrative unit under the Division of International Programs, which reported directly to the office of the provost. Since it was and is a noncredit program operating totally off of soft money (non-appropriated funds) and not attached to an academic department, the institute was given a good deal of flexibility concerning budget and total freedom with respect to curriculum and scheduling. These benefits remain today.

After the first year-and-a-half of success with some three or four groups of Japanese students totaling over 200 and seeing that a number of them did enter the university after the completion of the program, the administration decided that the institute was worthy of better quarters for its continued longevity and benefit to the university. Consequently, the institute was moved into the recently vacated library, albeit with walls that could not be constructed to the ceiling because of circulation problems and because, after all, the program was still considered "temporary." Our final destination wasn't to be revealed for another 4½ years. We now have a permanent facility in another area of the same building with insulated walls to the ceiling, carpeting, an office for each teacher, and a kitchen area. Best of all, it was paid for by the university.

You might ask, why the radical shift from rags to riches? Simply because the institute had proven itself a viable, worthwhile, support unit for the university. It wasn't long before the large groups of Japanese began to fade. However, they were replaced by Saudi Arabians, South Americans, Koreans, Africans, etc., all enrolled in the institute before eventual full-time study in the university. In two years, the foreign student population more than doubled and now there are nearly 500 foreign students in the University, including 90 in the Institute. The university thought we were worth supporting.

Prior to this move to new facilities, the growing recognition of the permanency of the program and faculty led the administration to request that the WESL faculty devise an internal policy that would distinguish them from ordinary "temporary" instructors, as defined by the Board of Governors, and that would provide a quasi-tenure/promotion system similar to the policies and procedures governing tenure and promotion for regular faculty. The WESL faculty spent one grueling year hammering out a document that came to be entitled "Policies and Procedures Concerning Retention, Repeat Contract Status and Promotion." There was every attempt made in its development to come as close to university rules and regulations concerning tenure and promotion as possible, while recognizing the special nature of ESL teaching, i.e., class size and teaching load. Repeat Contract Status (or "RCS" as it has come to be called) simply meant that a teacher who qualified for this permanent step would automatically have his/her contract renewed each year and receive a promotion increase commensurate with the rest of the faculty. In addition to the two promotion steps, the policy also includes leaves of absence and a grievance procedure. (A copy of the policy is available from Ronald W. Bradley, International Programs, Western Illinois University, Macomb, Illinois 61455.)

None of this is meant to mislead one to think that we have no further goals. The privilege of tuition waivers needs to be regained and faculty salaries need a thorough review. These changes, hopefully, will come about with patience and continued success.

S.F. PART-TIMERS LEAD FIGHT FOR BENEFITS

by Steven Shanberg
San Francisco State University

Part-time ESL teachers throughout the state remain undercompensated as well as underemployed, but in many school districts and institutions, union locals and professional organizations are taking definite steps to remedy this situation. This is the case in the San Francisco Community College District (SFCCD), where some part-timers are entitled to 75% of the dental insurance granted to full-time faculty and those with at least a half-time load receive full medical coverage for 75% of the year.

In the last decade, many California school districts found that creating two part-time positions was more cost-efficient than hiring one full-time faculty member. School board budgets balanced more easily with the lower rates of pay and scantier benefits granted to part-timers. Unfortunately, a sizable minority of California's ESL teachers fall into that category. For some, quirky personal schedule requirements make part-time employment unavoidable. Most, however, would prefer better paying, full-time work if only they could find it in this flooded professional marketplace. The case of the full-time part-timer, holding down two or more jobs, double commuting, and trying with increasing difficulty to make ends meet has become all too common.

I am reporting here, briefly, on the isolated case of the part-timer in the SFCCD with the hope that this will mark the beginning of a more extensive *CATESOL News* documentation of the fate of the part-time ESL teacher in the California schools. We invite you to send in your own part-time success (or horror) stories to share with our readers.

Since 1978, the SFCCD has been represented by AFT Local 2121. Contracts in the district are negotiated for part-time faculty after both four and ten consecutive semesters of service. Lori Fried Lee, Executive Vice-president of AFT Local 2121, cites pro-rata pay for part-timers as one of the union's goals, but she doesn't think that the Governing Board will grant that request without a fight. Lee pointed out that conditions around the state differ. "For example," she said, "some part-time teachers have had medical benefits for a long time, but ours didn't. And we never would have gotten them without union negotiations."

A final note: In a telephone interview, Hilary Hsu, Chancellor of the SFCCD, stressed the district's recognition of the contribution of the part-timers. He mentioned a 1982 addition to the 1981 three-year contract which allows part-timers to be paid for attending the semesterly College Faculty Meeting/Centers Planning Day-Service Day. "They're part of the family," he said.

CATESOL NEWS, Vol. 15, No. 3, August 1983

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

CASE STUDIES IN THE ESL CLASSROOM

by Christopher Sawyer-Lauçanno
Massachusetts Institute of Technology

The executive council meeting is in session. Mr. Tanaka, from Japan, presents what he perceives to be the main issue: to invest or not to invest in the overseas market. He is countered by Ms. El Kadi, from Egypt, who claims that the real question is not one of overseas investment, but of protecting the company's domestic market share. She is supported by Mr. Valdez, from Chile. Mr. Hu, from Taiwan, mediates, saying that one issue should be discussed at a time. Ms. Bellini, from Italy, suggests that the meeting should open with a general discussion of the company's profitability. Others agree. Mr. Zuniga, from Mexico, consults the text in front of him, then steps to the blackboard and quickly sketches a graph of the company's net profit over the last five years. You are sitting at the end of the table observing the engagement, noting the fluency, the high level of articulation, the complex sentence production, the sophisticated vocabulary usage. An inside look at a major multinational company? No, an advanced ESL classroom.

The mode of instruction being used here, the case study method, is gradually becoming more prominent in advanced ESL/EFL classes. The reasons for the excitement about the method are numerous. First, as the opening description illustrates, it fosters active communication. Because a case study is essentially an exercise in problem solving, students must work together to arrive at a solution or solutions to the dilemma. Participation, therefore, becomes natural.

Second, since students are continually "put on the spot" to present ideas and defend positions in English, the case method promotes thinking in the language. Third, because case studies do not overtly scream "English," the resistance of some students is greatly reduced. Finally, the case study method reorients the classroom so that the primary responsibility is placed on the students, rather than on the teacher. This most often results in a dynamic learning situation, in which motivation comes from within, rather than from without.

These attributes of the case method do not come automatically. Thorough preparation by both the instructor and students is important for success. Before launching the discussion/simu-

Continued on next page

URBAN READING CONSORTIUM CONFERENCE HAS RECORD ATTENDANCE

by Phyllis I. Ziegler
New York City Public Schools

Language and Literacy in the Urban Community was the theme of the fifth annual conference of the Urban Reading Consortium held on Saturday, October 8 in New York City.

This conference, like the four preceding ones, was dedicated to the fostering of the communication arts for all students in kindergarten through twelfth grade. The record turnout of over 800 educators and parents was proof that one of the major goals of the conference was met, that of providing a vehicle for people who are working in different areas but toward a common goal to come together.

The conference featured a keynote address by Lorraine Monroe, Chief Executive for Instruction, New York City Board of Education. Ms. Monroe, a former high school principal and a highly respected educational leader, spoke about some of the major areas of emphasis under the administration of Chancellor Anthony J. Alvarado: all-day kindergarten and the revision of high school curricula. Her remarks reflected the attitude of rising expectations in the New York City Public Schools.

In addition, there were forty-nine workshops covering such topics as: creative learning centers in the early childhood classroom; computer literacy for teachers; development of thinking skills in a bilingual setting; right-brained strategies for developing comprehension; a diagnostic/prescriptive approach to teaching ESL; music and movement: partners in communication; and a look at the techniques of questioning.

The luncheon speaker, Robert Kimmel Smith, author of *Chocolate Fever* and *Jelly Belly*, provided a look at the lighter side of writing as a creative process.

The Consortium is made up of representatives from the New York State Education Department, the New York City Board of Education, the nonpublic schools, the seven New York City Reading Councils, college educators and the United Federation of Teachers.

PAIRallels

from LINGUAL HOUSE

PAIRallels
Pair Activities in Listening and Conversation
by Michael Rost and John Lance

Language Learning in **Pairs** can be intriguing, involving, and fun. In **PAIRallels**, students work together to discuss events, personalities, points of view; to collect, compare, decipher, speculate; to interpret and to solve problems.

Each lesson consists of "A" and "B" tracks of information in reading and listening formats, reconstructing activities, and problem-solving guides. Separate groups of students receive different inputs and then work together to solve problems. The problems range from finding out "who stole the jewels" to settling a domestic quarrel.

PAIRallels offers students an intriguing chance to expand their language ability. Recommended for high-intermediate to advanced language learners.

text, set of two cassettes, separate tape scripts and solution guide

PAIRallels joins the growing list of Lingual House courses consisting of:

Listening in the Real World
Listening Contours
Listening Focus
Listening Transitions

Pinch and Ouch: English Through Drama
Pinch and Ouch: Introductory Course
Pinch and Ouch: Acting Games
Listen and Act

For further information on **PAIRallels** and other Lingual House courses, please contact:

LINGUAL HOUSE PUBLISHING, INC.
P.O. Box 3537, Tucson, Arizona 85722-0537
Telephone: (602) 299-5562

IT WORKS

Edited by Cathy Day
Eastern Michigan University

A student suggestion that students participate more actively in their listening class led to the integrative activity described in this "It Works." The numerous variations included should be of use to all teachers concerned with making listening a more active skill. The author also thanks her colleagues Nancy Works and Tony Silva for their input—a reminder to all teachers of the importance of sharing ideas with each other.

STUDENT LECTURES STIMULATE INTEGRATIVE LANGUAGE LEARNING

by Susan Lewis English
Intensive English Institute
University of Illinois, Champaign-Urbana

The integrative nature of **student lectures** offers language learners involvement by pairing decoding skills with encoding skills. A student reads an article (decoding) and takes notes (encoding). The student refers to these notes (decoding) while giving a mini-lecture on the article (encoding). The other students listen (decoding) and take notes (encoding). Other activities follow. The transfer of information thus occurs very much as it does in human interaction, mirroring the communicative process.

In addition, **student lectures** assign high priority to content without neglecting form. Students focus first on the information which is being communicated and later on the form in which it is presented. Topics are chosen by the students themselves, thus assuring diversity and relevance. Students in effect assess their own motivational needs as they select material for their lectures.

The five basic steps of **student lectures** involve the skills of reading, speaking, listening, and notetaking. Each of the fourteen variations provides an additional skill emphasis. It is left to the discretion and imagination of teachers—and students—to fit the activity to their instructional needs.

Student Lectures: Instructions to Students

Step 1. Select an article of interest to you and your classmates. The article might appear in a newspaper, magazine, or journal.

Step 2. Read the article and take notes on a separate paper.

Step 3. Prepare an oral report on the article using only your notes as a guide. Limit your presentation to five minutes.

Step 4. Present the report as a lecture in class referring to and following your notes. (Do not read or memorize your speech.)

Step 5. Answer any questions the listeners may ask following the lecture.

Variations: Instructions to Teachers

Variation I. Styles of Notetaking

Before the lecture, make copies of the speaker's notes for all members of the class. After the lecture, have the speaker distribute the copies and answer any questions the listeners may have about (1) the symbols and abbreviations used and (2) the organizational devices.

Variation II. Model Notes

After the lecture, ask one student listener to reconstruct orally the lecture using his/her notes as a guide. Instruct the other students to make any additions or corrections after the student has finished. As the student orally reconstructs the lecture, take notes on the blackboard for all to see. Then point out the symbols, abbreviations, and organizational devices which you used in your notes.

Variation III. Evaluation of Notes

After the lecture, collect the students' notes and analyze them in terms of (1) organization, (2) completeness, (3) conciseness, and (4) accuracy. This will give you information about the students' notetaking proficiency level and about their instructional needs.

Variation IV. Peer Feedback

After the lecture, have the speaker collect the listeners' notes. For homework, the speaker should analyze the notes for accuracy and completeness. This will offer feedback to the speaker on how well the listeners understood his/her meaning.

Variation V. Information Retrieval

Administer a quiz on the content of the lecture and on the content of any previous class lectures as well. Students refer to their notes, thus testing the usefulness of the notes for information storage and retrieval. Students should be reminded to save all class notes and to bring them to class regularly.

Variation VI. Written Reconstruction

After the lecture, have students reconstruct the lecture in paragraph form using their notes as a guide.

Variation VII. Oral Reconstruction

After the lecture, have students reconstruct the lecture orally in pairs, using their notes as a guide.

Variation VIII. Seminar

In preparation, make copies of the article and distribute them to all class members. Assign the article as reading homework. Select one student to prepare an oral summary and evaluation of the article. The day of the presentation, arrange the seats in a circle or around a table. The speaker should sit with the group. After the formal presentation, all students should join in discussing the article.

Variation IX. Public Speaking

During the lecture, have the listeners observe one specific aspect of the speaker's pronunciation, grammar, vocabulary, organization, or nonverbal communication (e.g. gestures, eye contact, body movement). Which aspect to observe can be communicated secretly to the listeners before the speech begins. After the lecture, have students report their observations. Discuss the role of that aspect in effective public speaking.

Variation X. Tape Recorded Playback

Tape record the lecture as it is delivered. At a private conference with the student lecturer, replay the tape and offer feedback on the verbal aspects of the delivery.

Variation XI. Videotaped Playback

Videotape the lecture as it is delivered. At a private conference with the student lecturer, replay the videotape and offer feedback on the verbal and nonverbal aspects of the delivery. The videotape can be replayed both with and without the audio track.

Variation XII. Spoken Media

Have the students base their lectures on notes taken from a radio or television broadcast rather than from an article.

Variation XIII. Guest Lecturer

Invite a student from another class or a person from outside the ESL program to speak. If the lecturer is a native speaker of English, consider tape recording or videotaping and even doing a partial transcription of the lecture. Then analyze in class the verbal and nonverbal aspects of discourse in the lecture.

Variation XIV. Teacher as Lecturer

Use the **student lecture** technique yourself in class both for the introduction of language learning skills and to share topics of interest with the students. This technique will familiarize students with a lecture style which includes both the structure of a prepared lecture and the spontaneity of free speech.

About the author: Susan Lewis English is a teaching associate at the University of Illinois at Champaign-Urbana. She has both an M.A.T. and an M.A. degree in ESL.

CASE STUDIES

Continued from page 14

lation, an instructor should review the basic facts of the case with the students, clarifying vocabulary and examining aspects of grammar and usage. Pre-discussion exercises, i.e., written and oral manipulation of vocabulary and syntax, are useful in aiding students to acquire the necessary skills to deal with the case. This also helps to reduce errors in usage or grammar during the discussion sessions.

While the case is being discussed, the instructor must be willing to cede the authoritative role and become an informed guide, making sure that the students do not stray from the cogent facts in the case. Error correction should be kept to a minimum in order to avoid impeding the communication. This does not mean, however, that mistakes should be ignored. A few minutes at the end of class can be used to point out errors made during the activity.

Error correction can also be handled quite effectively through post-case study application exercises. These follow-up exercises (writing letters, memos or case summaries, expanding notes taken during the session, interpreting graphs or charts, inventing dialogues and role plays, etc.) help to cement the learning while contributing to the student's study of the case.

Although case studies are usually business-oriented, a growing number of instructors are using the case study method with non-business situations. Indeed, many ethical dilemmas lend themselves quite nicely to role play simulation and discussion, the basic foundation of the case study method.

The major source for case studies in the U.S. is the Intercollegiate Case Clearing House, Soldiers Field, Boston, MA 02163 (non-ESL cases).

MATESOL Newsletter, Vol. 12, No. 2, Fall 1983.

About the author: Christopher Sawyer-Lauçanno teaches at the Massachusetts Institute of Technology. He is the author of a forthcoming ESL text, *Case Studies in International Management* (Prentice-Hall).

ON LINE

Edited by Richard Schreck
Heidelberg College

CAN CAI BE EVALUATED?

by Vance Stevens
Hawaii Preparatory Academy

As the question about computer-assisted instruction (CAI) shifts away from *whether* computers will figure prominently in education to *how* they will do so, an added concern about the overall effectiveness of CAI also arises. However, before this concern can be addressed properly, there is a still more basic question that needs to be asked, and it is: how effective are the instruments purporting to measure the effectiveness of CAI? It is possible that existing methods of conducting such studies may not be appropriate for work with CAI.

There is a wealth of literature on the effectiveness of CAI, including some excellent reviews which serve to assimilate much of the empirical evidence, for example: Vinsonhaler and Bass (1972), Jamison, Suppes, and Wells (1974), Edwards, Norton, Taylor, Weiss, and Dusseldorp (1975), Kulik, Kulik, and Cohen (1980), and Kearsley, Hunter, and Seidel (1983). Interest in quantitative studies on the effectiveness of CAI compared to other media (which is the focus of most CAI research to date) seems to have peaked in the 1970's, but the fact that research in this area has diminished indicates not so much that definitive work has already been done, but that the results somehow were not satisfying.

In general, the above-mentioned surveys conclude that CAI is equally or slightly more (and occasionally slightly less) effective than traditional means of instruction, and that courses in CAI can be implemented with savings in time but with perhaps some sacrifice in retention. Yet, in spite of isolated strong findings favoring the use of CAI as a medium of instruction (Kulik, Kulik, and Cohen 1980:538), research done to date has been largely inconclusive; no one has ever been able to prove quantitatively, nor to a degree that would convince skeptics that their attention to the medium was warranted, that CAI is superior to traditional teaching methods.

Whether conventional research is able to measure the true benefits of CAI is itself doubtful. Hammond (1972:1003) notes, in comparing the cognitively based research of Papert with the drill and practice projects of Suppes, the difficulty of quantifying the former. Hawkins (1979) discusses differences in qualitative and quantitative measurements of CAI and finds, in critiquing an example of each, that neither is particularly revealing. Smith and Sherwood (1976:351) point out that CAI is difficult to evaluate due to the "enormous number of variables involved," because of the paucity of quantitative data on the effectiveness of traditional teaching methods, and "because some components [of CAI] do not exist in traditional courses." Finally, Marty (1981:40) says that controlled quantitative studies of CAI are "practically impossible" because subjects do not use the medium voluntarily, and the resulting possibility of "forcing students to use a method of learning which they dislike affects their performance negatively." Thus, the case against traditional means of evaluating CAI is frequently reiterated in the literature.

The majority of those who believe that CAI is effective, or who are at least intrigued by the potential inherent in the medium, feel they have insights into personality, motivation, and learning that aren't necessarily corroborated by quantitative research. Indeed, the crucial variables concerning the effectiveness of CAI may be those associated with cognition and attitudes toward language study, and such variables are difficult, if not impossible, to measure. For example, Oller and Perkins (1978), Upshur, Acton, Arthur and Guiora (1978), Gardner (1980), Gardner and Gliksman (1982), and Oller (1982) have been debating for the past several years just what constitutes a valid measure of attitude. So far, the debators have succeeded only in locking horns. This is just one indication that, in pursuing conventionally designed research, there will continue to be no conclusive evidence that CAI is a particularly effective medium of instruction as long as problems with methodology remain unresolved.

Dixon (1981) notes that the best measure of CAI on PLATO is that students are "happy and usage is high so something must be right." Anyone who has experienced interaction with computers and who has watched others interact knows that there is something going on there that doesn't meet the eye. It meets instead the mind. The mind is very actively engaged in pursuing not only the subject matter at hand, but in trying to figure out how the program works and how it can be exploited and controlled. A part of the mind is activated which is often left dormant in other modes of instruction. As Stevick (1982:131-132) points out, "the quality of the learning that takes place when we focus our attention only on the items to be learned is different from (and probably inferior to) the quality of learning that is incidental to something else that we are trying to do."

Pitted against a computer, the mind is alert and receptive—providing of course that the programming is of sufficient depth to allow creative exploration within the parameters set by the programmer. This may be the key element in the effectiveness of CAI. A good mystery novel will invite people to read it only so long as the mystery is both plausible and indecipherable; a puzzle is interesting only so long as it remains unsolved. So it may be with effective CAI.

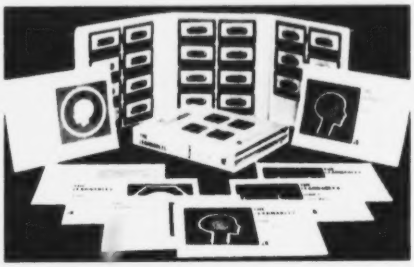
In conducting studies on CAI, researchers will have to isolate those variables which CAI actually involves, the cognitive and attitudinal ones, and not just those associated with whether subject "A" can answer a multiple choice test better than subject "B". This task is all the more difficult since so little is really known about measuring variables in the cognitive and attitudinal domains.

CAI is more something you do than something you study and talk about. As such, it doesn't lend itself well to certain modes of research. The most convincing argument for CAI is experiential and hands-on. Unfortunately, this characteristic of the medium makes it hard to provide remote administrators with the data they require before allocations can be made for CAI development. Not that this will continue to be a problem—demands for educational computing on the diverse fronts will probably result in administrators bowing to the inevitable, so that computers, almost of their own accord,

Continued on page 18

THE LEARNABLES
Harris Winitz

An audio-visual course which teaches comprehension of over 3,000 basic English words and realistic dialogue through picture stories.



The set consists of eight follow along picture work books (8,000 pictures) coordinated with 41 tape cassettes of about 40 minutes to one hour each. Widely used throughout the world. Available also in French, German and Spanish.

Please send for additional information: Dept. A

International Linguistics Corporation
401 West 89th Street
Kansas City, Missouri 64114

INTERNATIONAL EXCHANGE

EXCITING PROGRESS AND A NEW CHALLENGE

Edited by Liz Hamp-Lyons
University of Edinburgh

When Jim Alatis came directly from the mid-year meeting of the TESOL Executive Board to the Inaugural Conference of TESOL Scotland, he brought news of exciting developments agreed upon at that meeting, which means that real progress in affirming and defining TESOL's international concerns has been made. His news also means a challenge to the membership to make the most of the new opportunities offered. This news was followed by a letter from President John Haskell, laying out the Executive Board's thinking formally, and by a more informal report from Andrew Cohen, describing the parts of the Board's discussions which were of particular relevance to the international membership. I include parts of John's letter below, followed by Andrew's report, and then those other points discussed which concern the international membership particularly and not mentioned in the other two extracts.

Dear Liz:

We have just returned from a three-day meeting of the Executive Board of TESOL, and let me assure you that attention to international/non-U.S. considerations was a part of each and every issue discussed. We have, for example, approved funding for any groups which wish to put on a regional meeting (e.g. the Europe/Mediterranean area; Latin America; the Far East). We have extended the availability of insurance to all affiliate members whether they are individual TESOL members or not and this includes our non-U.S. affiliates. We have approved the funding for partial payment, based on need, of travel for representatives of each affiliate to the annual convention, and have set up a one-day leadership workshop to which a member of each affiliate is invited. You will also be pleased to hear that at least one candidate for first vice president and one for second vice president is a non-U.S. member and that at least one of the candidates for the at-large position will in all likelihood all be non-U.S. members of TESOL. We have established a committee (Charley Blatchford, Jodi Crandall and Marsha Santelli) to look into associate memberships and the possibility of paying for memberships in non-U.S. currencies.

The Executive Board has also decided that the Study Group on the International Role and Concerns for TESOL shall become an Ad Hoc committee of the Board. This is a way in which the Board can help the group with funding and it both legitimizes it and assures you and others of our commitment to international concerns. We feel it is in the best interests of TESOL to have a recognized committee of the Board which can identify international issues for the Board and initiate action on the Board's concerns in this area.

The Executive Board would like to have a report from the Ad Hoc Committee at each of its meetings. The Committee will have a duration of two years, which means that by the 1986 Convention in Anaheim, the Committee's report should suggest and recommend action relative to its own future. Such a future could be an extension, a termination, a move to Interest Section status, Standing Committee status, or some other such action.

We would like your committee to be responsive to the Board in specific ways, for example in finding recipients for the Regional Meeting funding I have already mentioned. We would like you to keep us informed about the problems of non-U.S. affiliates and individual members. We would like you to inform us on specific international concerns. The Board has expressed a deepened sense of urgency with regard to how equity among affiliates can be achieved, and we are looking to you for help.

John Haskell
October 13, 1983

Dear Liz:

As the TESOL Executive Board member representing international concerns, I am pleased to pass on news of a decidedly upbeat nature, from the recent mid-year Executive Board meeting in Fredericksburg.

First of all, in full recognition of the current importance of a working group on international concerns within the TESOL organization, a decision was made to have the Study Group on the International Role and Concerns of TESOL become an Ad Hoc Committee. This body will be formally constituted and will receive a budget to absorb the costs of mailing, telephoning and the like. Non-U.S. TESOLers have already observed that no current interest section clearly represents the interests of native or resident EFL teachers in non-U.S. countries. I personally see this as a step in the right direction.

A second development was the approval of the first ever TESOL leadership workshop to be held on the Tuesday of the Houston convention. In order to ensure the participation of at least one representative from each affiliate, funds for participation will be provided on the basis of need. One representative from each affiliate can receive such funding, and the suggestion is that affiliates send someone who is slated to play a significant role in their affiliate in the subsequent year(s). Charley Blatchford is contacting affiliates regarding this development.

A third development concerns regional meetings around the world—both among non-U.S. affiliates and between U.S. and non-U.S. affiliates. TESOL will begin at once to promote such meetings, and up to $3000 will be offered as seed money to stimulate the planning of these. In order to obtain the funds, affiliates or groups of individual TESOL members are to submit a proposal to the TESOL Central Office in which they specify information such as: the venue, the program format, intended speakers, travel arrangements, publicity, exhibitions, possible resulting publications, and budget. The reason for requiring detailed proposals is to ensure the high quality of the meetings, and to ensure that such meetings grow out of a solid regional interest and do not reflect the wishes of only a few people.

Another decision with positive benefits for non-U.S. TESOLers is the funding of Executive Board members to the annual convention. It has been the practice to fund the mid-year meeting but not to provide across-the-board funding for Board members to the convention. Now travel and hotel expenses for the convention will also be covered. The result may be that more non-U.S. members will be encouraged to consider running for a position on the Executive Board. The new Leadership Workshop will be at least one avenue for providing both funds to bring these people to the conventions and training to encourage them to continue their efforts.

I felt that the meeting had a progressive, upbeat tenor to it: it now remains for the affiliates themselves to make the internationality of TESOL a reality.

Andrew Cohen
October 1983

INTERNATIONAL EXCHANGE

News items for this page should be sent to Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh, Scotland EH8 9DP.

ADDITIONAL DEVELOPMENTS

Charley Blatchford will be contacting each affiliate with an offer to send a copy of each new TESOL publication, including the *Quarterly* and the *Newsletter* to each affiliate liaison officer. These will be for the affiliate's "resource center" and the affiliate must respond positively to the offer before the publications are actually sent out to them.

The sub-committee which is looking into alternate methods for payment of subscriptions—both affiliate and individual—will be reporting back in Houston, and we will all be anxiously waiting for their findings, which could make such a difference for so many members.

Affiliates can expect to be asked for information about organizations outside the U.S. with which TESOL should establish a professional connection.

A motion to change the name of the organization from "TESOL" to "International TESOL" was voted down. The reason for this is reported as "because the Executive Board feels that being responsive to international concerns and working on a global scale is more important than having the word 'international' in its name". Many of us feel that these do not have to be mutually exclusive, and that roses by other names do *not* necessarily smell as sweet.

L. Hamp-Lyons

FINLAND SITE OF WORLD CONGRESS OF FIPLV, SUMMER 1985

The fifteenth World Congress of the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV) will be held in Helsinki, Finland, July 22-26, 1985. The main theme of the Congress is **Modern Language Learning-Competence through Confidence.** Sub-themes are: **Language Learning Today; Creativity; Current Issues in Teaching;** and **Testing.** More information from: Finnish Language Teachers' Association, Annankatu 22.A.1., 00100 Helsinki 10, Finland.

ANNOUNCEMENTS

Continued from page 9

CUNY CONFERENCE TO FEATURE MICROCOMPUTERS AND BASIC SKILLS

Experts from around the country will give talks and conduct software demonstrations on the uses of microcomputers in postsecondary basic skills instruction at the conference, **Microcomputers and Basic Skills in College,** April 13-15, in New York City. For more information, write to: Geoffrey Akst, Conference Chair, Instructional Resource Center, City University of New York, 535 East 80th Street, New York, NY 10021. Telephone: (212) 794-5425.

CANADIAN ASSOCIATION OF APPLIED LINGUISTICS

The 15th annual Conference of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée, Ottawa University, Ottawa, May 24-26. Theme: **Applied Linguistics in Canada: Directions New and Old.** Information from: B. Landriault, University of Montreal, Faculty of Arts and Science, C.P. 6128, succursale A, Montreal, Quebec, H3C 3J7. Telephone: (514) 343-7935.

GEORGETOWN UNIVERSITY ROUND TABLE

The theme of the Georgetown University Round Table on Languages and Linguistics 1984 is **Meaning, Form, and Use in Context: Linguistic Applications.** Main sessions will run from Thursday evening, March 15 until Saturday noon, March 17. Preconference sessions will be held all day Thursday. For more information, write to: Deborah Schiffrin, Chair, GURT 84, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

NABE JOURNAL ANNOUNCES CALL FOR PAPERS

The spring 1985 issue of the *NABE Journal* (National Association for Bilingual Education) will be a special edition focusing on bilingual vocational education for limited English proficiency youth and adults. Authors may choose to report on relevant research, the state of the art, local program practices or a review of current bilingual vocational publications. The deadline for manuscript submissions is April 30. For more information, contact: Jeanne Lopez-Valadez, Northwest Educational Cooperative, 500 S. Dwyer Avenue, Arlington Heights, Illinois 60005. Telephone: (312) 870-4150.

CALL FOR INFORMATION AND MATERIALS: FILM IN THE TEACHING OF ENGLISH

In September of 1983, the **Committee on Film Study in the English Language Arts** was formed by the National Council of Teachers of English. One of the committee's first priorities is to determine the status of film in the English classroom at all levels. We invite teachers of English who use film in their teaching to submit descriptions of their ideas, methods, and materials. We are seeking descriptions of exemplary lessons, units, syllabi, and programs. Please send your materials to: William V. Costanzo, Department of English, Westchester Community College, Valhalla, New York 10595. Please indicate if you are willing to have your materials made available to other teachers.

EVALUATING CAI

Continued from page 16

will continue to make a significant impact on education, as on other aspects of our daily lives.

About the author: Vance Stevens teaches ESL at the Hawaii Preparatory Academy, Honolulu, Hawaii. He has been active in helping to organize a TESOL Interest Section on CAI in language teaching (still in formation).

REFERENCES

Dixon, R. 1981. PLATO reaches international students with English lessons. In *Studies in language learning*, R. Hart (Ed.), 3(1):98-112.

Edwards, J., S. Norton, S. Taylor, M. Weiss, and R. Dusseldorp. 1975. How effective is CAI? A review of the research. *Educational Leadership* 33(2):147-153.

Gardner, R. 1980. On the validity of affective variables in second language acquisition: conceptual, contextual, and statistical considerations. *Language Learning* 30(2):255-270.

Gardner, R. and L. Gliksman. 1982. On "Gardner on affect": A discussion of validity as it relates to the attitude/motivation test battery: A response from Gardner. *Language Learning* 32(1):191-200.

Hammond, A. 1972. Computer-assisted instruction: Many efforts, mixed results. *Science* 176:1005-1006.

Hart, R. (Ed.). 1981. *Studies in language learning: an interdisciplinary review of language acquisition, language pedagogy, stylistics, and language planning; special issue on the PLATO system and language study* 3(1). Urbana-Champaign: Language Learning Laboratory, University of Illinois.

Hawkins, C. 1979. The performance and the promise of evaluation in computer-based learning. *Computers and Education* 3: 273-280.

Jamison, D., P. Suppes, and S. Wells. 1974. Alternative instructional media. *Review of Educational Research* 44(1):1-67.

Kearsley, B. Hunter, and R. Seidel. 1983. Two decades of computer-based instruction projects: What have we learned? *Technical Horizons in Education Journal* 10(3):90-93.

Kulik, J., C. Kulik, and Cohen. 1980. Effectiveness of computer-based college teaching: A meta-analysis of findings. *Review of Educational Research* 50(4):525-544.

Marty, F. 1981. Reflections on the use of computers in second-language acquisition. In *Studies in language learning*, R. Hart (Ed.), 3(1):25-53.

Oller, J. and K. Perkins. 1978. Intelligence and language proficiency as sources of variance in self-reported affective variables. *Language Learning* 28(1):417-423.

Oller, J. 1982. Gardner on affect: A reply to Gardner. *Language Learning* 32(1):183-189.

Smith, S. and B. Sherwood. 1976. Educational uses of the PLATO computer system. *Science* 192:344-352.

Stevick, E. 1982. *Teaching and learning languages.* New York: Cambridge University Press.

Upshur, J., W. Acton, B. Arthur, and A. Guiora. 1978. Causation or correlation: a reply to Oller and Perkins. *Language Learning* 28(1):99-104.

Vinsonhaler, J., and R. Bass. 1972. A summary of ten major studies on CAI drill and practice. *Educational Technology* 12:29-32.

Wyatt, D. 1981. President's page (an editorial). *MICRO* 2(3):1-3.

The American Language Academy:

English for the Modern World

▶ **Our Programs**
- Intensive English language study in the U.S.
- 25 classroom hours each week
- ALA programs are located on or near campuses
- Frequent entrance dates, yearround
- 10 ALA locations for university-age students
- 3 ALA locations for younger students
- ALA programs are accredited by the Council for Noncollegiate Continuing Education

▶ **The ALA Difference**
- Multi-Level Skill Placement
- Cultural Orientation
- Computer-Assisted Instruction (CAI)
- Academic Counseling and Placement Service (ACPS)
- ALA's TOEFL preparation course
- English for Specific Purposes (ESP)
- ALA Representatives in major cities worldwide

▶ **For More Information, Contact:**
Executive Offices
American Language Academy
Suite 200
11426 Rockville Pike
Rockville, Maryland 20852 U.S.A.
Telephone: (301) 984-3400
Telex: 248 777 ALA UR
Cable: Amerexec, Washington, D.C.

SM American Language Academy

REVIEWS

Edited by Howard Sage
New York University

LANGUAGE AND CULTURE IN CONFLICT

by Nina Wallerstein. 1983. Addison-Wesley Publishing Company, Inc., Reading, Massachusetts (vii + 209 pp.; paperback, $13.95).

Reviewed by Linda Tobash
LaGuardia Community College, CUNY

In *Language and Culture in Conflict* the author undertakes a unique and ambitious task. She provides an introduction to and rationale for Paulo Freire's problem-posing approach to teaching. In addition, she applies this approach to the teaching of adult basic education/ESL students by providing the reader with techniques and tools for implementing it in ESL curriculum development and in classroom interactions. Freire's basic premise is that "education starts with issues in people's lives and, through dialogue, [problem-posing] encourages students to develop a *critical* view of their lives and the ways to *act* to enhance their self-esteem, and improve their lives" (p. 3). In language teaching the goal then becomes not only to increase students' facility with the language while expanding their worldview but to encourage students to see themselves as "creators of culture" and "agents of change." And yet, teachers are cautioned to "be careful not to impose their worldview, but to encourage students in their own critical thinking" (p. 19) and to base curriculum on students' cultures as a means to reaffirm their dignity. Inherent in applying this to the teaching of adult ESL students is an underlying contradiction—especially if one accepts the view that orientations to activity differ from culture to culture and range from doing or change-oriented to being-in-becoming to being orientations (Condon and Yousef 1975: 71-3). That such a contradiction exists is not necessarily a problem. However, that the author has chosen not to address it is a definite limitation in a book entitled *Language and Culture in Conflict*.

The book is divided into two parts. Part One deals in a comprehensive way with theories, rationales, and techniques. However, a major problem in this section is that there is an attempt to do too much in too little space. The author includes not only the above subjects but also a description of adult ESL students and their problems, a short biography of Freire, a comparison of the problem-posing approach with "other ESL methodologies" (Community Language Learning, survival/competency-based, values clarification, and notional/functional) and brief comments on multi-level classes, team teaching, and the use of both foreign languages and phonetic spelling in the classroom. Unfortunately, what the reader often encounters in these discussions is a comparatively superficial treatment of some very complicated issues. Moreover, in defending her views she frequently makes assumptions which, for the most part, go unsubstantiated.

Part Two contains eight sample units presented as models that can be used as actual classroom materials. However, teachers are encouraged to create their own materials by "listening" to students in order to discern their unique needs, problems, and situations and then to build curricula on what they have observed. Each unit begins with an overview listing the vocabulary, structures and functions covered in the eight subsequent lessons. Also included is a brief discussion of the relevance of the unit's theme to students' lives. All of the lessons begin with a "code" which usually takes the form of a three-person "dialogue," a photo, a sketch, or a story. The author describes these as being "concrete expressions of a theme or problem which carries emotional and social impact for the students" (p. 28), and they are excellent because they do just that.

Following the "codes" are the "tools for dialogue," which are five sets of questions that lead students through the five problem-posing steps—describing the code, defining the problem, applying it to themselves, discussing causes and reasons, and projecting solutions or actions which can be taken. Most of these questions are well chosen and well put and meet their specified objectives, but occasionally some are so obvious that they appear to function more as drills than as questions to elicit real information. A "conversation circle" sometimes follows, which is essentially a set of questions meant to be used in small groups to expand the application-to-self step while providing practice and drill. The "practice" section presented next does not always deal with the predominant structures in the code or the questions and is often indistinguishable from an audiolingual pattern practice. Most lessons end with a list of suggested activities. These may provide new teachers with good ideas but are fairly well known to the more experienced teacher.

All in all, *Language and Culture in Conflict* is a thought-provoking book. However, one wishes that the author would have gone into greater depth in her treatment of many of the issues discussed. Additionally, being presented with more ideas on how to help limited English speakers become proficient enough in English so they can actually be able to read the dialogues and stories, answer the questions, and perform the suggested tasks would have been quite helpful.

About the reviewer: Linda Tobash is coordinator of non-credit ESL programs at LaGuardia Community College, City University of New York.

LISTENING FOCUS: COMPREHENSION PRACTICE FOR STUDENTS OF ENGLISH

by Ellen Kisslinger and Michael Rost. 1980. Lingual House, Box 3537, Tucson, Arizona 85722; also Lingual House, Cherry Heights 203, 1-17-26 Shoan, Suginami-Ku, Tokyo, Japan (xii + 149 pp., $7.95; set of three cassettes, $29.50).

Reviewed by Rayna A. Shaunfield
Alief Community School, Houston

Voice analysis, meteor-psychology, an experimental city, heredity, and energy transition are among the high interest topics included in *Listening Focus*. The text is designed for academically oriented students. It is a comprehensive resource comprised of a thorough teacher's guide, workbook, complete transcripts of the tapes, and answers to exercises.

Kisslinger and Rost state that "one of the most challenging stages in second language acquisition is the transition from isolated (sentence-level) comprehension to extended (discourse-level) comprehension." (page v) Along with many others in the field, they believe that in order to understand sentence level meanings one must understand the discourse level meanings first.

The aim of *Listening Focus* is to provide students with practice in "extended comprehension." Extended comprehension is defined as "the ability to apply a variety of skills and strategies for decoding language in an expanded context" (page v). The twenty-one short lessons (3-5 minutes) provide listening comprehension tasks of prediction, focus, recognition, sentence-analysis, paraphrasing, and application. The workbook contains nine different sections for each unit. The first is a short preparation for each lesson stating the topic, directing the student to a visual cue, and introducing the pre-listening vocabulary. This section not only stimulates interest but focuses the learner's attention on the main points of the lesson.

To further establish context, the student is asked to look at the illustration—a map, sketch, or graph—during the talk as well as before. Two brief sets of comprehension questions are given. One set of general questions is answered after the first playing of the tape; questions requiring more detailed information are answered after the second playing of the tape. These questions not only test understanding but guide in the comprehension process. Taped True-False questions continue to check comprehension and test recognition. Additional listening practice and reinforcement of vocabulary are aided by the dictation exercise. The next activity is a sentence study for grammar and vocabulary practice. Then a summary exercise is provided with space, directions, and facts to be included. The summary may be either written or oral. The final activity in each lesson is a short supplementary reading related in some way to the talk.

The teacher's guide is excellent. Not only does the preface define the theory behind the development of the text, but the nine sections of each lesson are carefully explained in terms of description, objective, and teaching strategies. Even an inexperienced teacher should be able to use the material effectively after reading the guide. Two possible time schedules are also supplied.

An alternative use of this book would be as a self-study text (in conjunction with the tapes, of course). A student could easily monitor his own progress with the appendices, which include all answers to questions, complete tape scripts, and even sample summaries.

There are several other positive aspects of the book. One is that the design of a lesson is such that immediate feedback is provided for each set of questions or activity. Another asset is the use of redundancy in the texts which discuss somewhat difficult concepts. For example, in an article about aerosol cans, note the various statements that tell about the subject of the text:

> Foods like whipped cream and cream cheese and some cosmetics, such as hair spray and shaving cream, are available in spray-type aerosol cans. (page 122)
>
> An aerosol is a combination of tiny particles of a solid or a liquid that are spread out—dispersed in a gas. (page 122)
>
> An aerosol product, then, is just a can that has an aerosol mixture inside. (page 122)

A sketch of an aerosol can and how it works is also included in the lesson (page 74).

Continued on next page

Continued from page 19

Listening Focus could be criticized for not using the language and pronunciation of everyday English, but it does not proclaim itself a book of conversation. It is a resource aimed at teaching learners to comprehend material similar to what they might hear in a college lecture or on an educational television program. Therefore, the language is authentic and sensitive to a particular type of curriculum.

Listening Focus is an exceptional textbook for listening comprehension practice. Variety is one of its outstanding features. Most significant is the diversity of stimulating topics which are geared to educated adult students. Next, the exercises require the application of numerous skills and strategies by the listener. This should provide an individual with the opportunity to perform his best using his own learning style. What a positive deviation this is from the typical pattern of "listen and answer the questions" of so many listening materials.

A very practical asset of the book is its all-inclusive design with the workbook, visual aids, answers, space for writing summaries, and teacher's manual in one resource.

Though *Listening Focus* specifically concentrates on listening, other areas of language learning are also reinforced. Writing, reading, grammar, vocabulary, and even speaking (if the summaries are given orally) are practiced.

In conclusion, this textbook is a valuable tool for teaching listening comprehension in an academic language program.

About the reviewer: Rayna A. Shaunfield is studying for her Master's degree in Applied Linguistics and TESL at the University of Houston. She also teaches ESL in an adult education program at Alief Community School.

REACH OUT

by Joan Donnelly, Talma Addes, Marianthy McCarthy, and Linda Barker, 1982. Collier Macmillan International, Inc., 866 Third Avenue, New York, New York 10022 and Collier Macmillan Canada, Inc., 11258 Leslie Street, Don Mills, Ontario M3C 2K2, Canada. Levels 1-5 ($16.90); set of three teacher guides, ($12.75); two student workbooks ($3.90); informal placement and assessment tests, 16 wall charts, and six cassettes.

Reviewed by Karen Andreasen
Nyack New York Public Schools

ESL series for children often miss the mark. They assume children have the discipline to participate in mechanical drills and the same capacity as adults to analyze grammar. *Reach Out*, fortunately, makes none of these assumptions. Many ESL texts and programs fail to consider the developmental stages of children. Since the bulk of these texts are written by instructors in higher and adult educational ESL programs, it is not surprising that unrealistic expectations are made of children and that these programs fail to appeal to childrens' interests. *Reach Out*, however, is written by elementary ESL specialists who demonstrate an understanding of the young child's learning processes. It is an outstanding elementary ESL series incorporating research both in linguistics and educational psychology.

Reach Out is a five-level program. The first three levels consist of teacher's guides and student books. Attractive wall charts to illustrate vocabulary and to assist the teacher in demonstrating concepts accompany the first level. The more advanced levels include student workbooks containing exercises and activities for additional reinforcement. Each level has cassette tapes with recorded songs, poems, games, and repetition drills. The informal placement test, which resembles an IRI (Informal Reading Inventory) enables the teacher to place the students quickly in appropriate instructional levels, while the assessment test determines the students' level of English mastery. The teacher's manuals are well written and clear. The plans are detailed and specific so that novice teachers or those with minimal training will have concrete guidance in preparing lessons. The program is based upon a spiral curriculum so that units build and reinforce one another. A box at the beginning of each unit clearly lists the grammatical and usage objectives for that unit.

The program's strengths are many. Because *Reach Out* constantly engages the children in realistic acts of communication, the children learn language through meaningful interaction. The children are asked to act out songs and rhymes. Through Total Physical Response rather than rote memory, children associate linguistic input and meaning. In the level one program, *Who*, for example, the children are asked to draw a picture to check their understanding of directions. Since it is an enjoyable as well as a pedagogically sound activity, they can grow both affectively and linguistically. Drawing and cutting/pasting activities are excellent informal comprehension checks for limited English proficient children in the pre-reading stages of English.

Too often ESL programs for young children make the erroneous assumption that the students can read in English. Thus, vocabulary and many simple language patterns are presented in written form, whereas an oral activity would be more appropriate. *Reach Out* assumes children on the first two levels are not able to read in English and so teaches language through a variety of interesting listening and speaking activities. Even the drill type activities are fun. Many drills are songs or rhymes which capitalize on children's enthusiasm for rhythm and music. Some actual drills and dialogs do exist, but following Krashen's suggestions on language learning, the dialogs are short and are used to provide the learner with "meaningful input."

The advanced (fourth and fifth) levels, *When* and *Why*, focus on grammar and usage in a more traditional format. Despite these more traditional goals, the student books and workbooks are replete with puzzles, games, activities, and individual and group projects. Students' oral/aural growth continues to be promoted through dialogs, poems, and fables. The language in the texts is always conversational and natural. The following conversation between a grandfather and grandson, who are looking at a family album, appears in *When*:

> Max: Who's that, grandpa?
>
> Grandpa: That's you, Max, when you were a baby.
>
> Max: Wow! I was really tiny.

The use of contractions, direct address, and interjection convey realistic conversational language.

Although several authors wrote the different levels of *Reach Out*, the books blend well with one another and have been edited with consistency. Each level is activity-based with many well-thought-out and creative suggestions. Unit 2 of *Why*, "To the Zoo," illustrates how grammatical and functional objectives mesh. The

Continued on next page

Support system for learning to write in English

Guided Composition
Second Edition
Florence Baskoff
American Language Institute,
New York University
About 224 pages • paper
Instructor's Annotated Edition
Just published

Baskoff's text for ESOL students concentrates on writing paragraphs and short compositions. Each chapter contains a model composition that focuses on a rhetorical form, an organizational principle, and a grammatical topic. Exercises isolate specific grammatical and lexical problems for the non-native speaker and provide extensive practice in sentence writing. Composition assignments are based on the form and content of the model composition.

The Second Edition includes many new model compositions and dictations, an expanded handbook of English grammar and rhetoric, and a new Instructor's Annotated Edition.

For adoption consideration, request an examination copy from your regional Houghton Mifflin office.

Houghton Mifflin Company

13400 Midway Rd., Dallas, TX 75234
1900 So. Batavia Ave., Geneva, IL 60134
Pennington-Hopewell Rd., Hopewell, NJ 08525
777 California Ave., Palo Alto, CA 94304

REVIEWS

Continued from page 20

unit begins with a dialog about a trip to the zoo. Since the grammatical focus of this unit is commands, the children and Grandpa see a sign which warns, "Don't Put Anything Over the Fence." They meet a guard who cautions the boy by saying, "Son, don't hold your hat like that. Bring it back behind the fence." Further expansion of the zoo theme is possible. The unit outlines several means of reinforcement: students research information on different animals, draw pictures of animals, and include the completed research on the backs of the cards which contain the drawings of the animals. The result is that the learner participates in enjoyable activities which will further communicative and linguistic competence.

Although the *Teacher Guides* indicate that *Reach Out* will teach reading and writing skills, the teacher may wish to locate supplementary materials to accompany the advanced levels. While the program does stress reading and writing on these levels, it is far from comprehensive. Remedial students will probably need more reinforcement and repetition of phonic material. All students will need exposure to some of the more advanced reading comprehension skills such as drawing conclusions, cause and effect, and making inferences, since most of the reading check questions in *Reach Out* involve only literal comprehension. Many of the writing activities are controlled in some way. Although some writing components include interesting suggestions to develop free composition skills, very little guidance is provided for the teacher. Since recent research in elementary native language arts suggests that writing is a process and that teachers often lack techniques to direct this process, the teacher should locate additional materials to guide the writing process.

Reach Out has many applications for the elementary ESL classroom. An exciting program for both teachers and students, it addresses the cognitive and affective needs of the child.

About the reviewer: Karen Andreasen is an instructor in the Nyack New York Public Schools.

REFERENCES

Asher, James J. 1966. "The Learning Strategy of the Total Physical Response: A Review." *The Modern Language Journal* 50.2, 79-84.

Dulay, H.C. and M.K. Burt. 1973. "Should We Teach Children Syntax?" *Language Learning* 23.2, 245-258.

Graves, Donald. 1983. *Writing: Teachers and Children at Work*. New Hampshire, Heinemann Books.

Krashen, Stephen D. and Tracy D. Terrell. 1983. *The Natural Approach*. San Francisco, The Alemany Press.

BEYOND LANGUAGE: INTERCULTURAL COMMUNICATION FOR ENGLISH AS A SECOND LANGUAGE

by Deena R. Levine and Mara B. Adelman. Prentice-Hall, 1982. 223 pp.

Reviewed by A. Rise Nakagawa
OTC, Inc. (Osaka)

The first word that comes to mind when looking through this textbook is "interesting." For a change, here is a book with contents that are interesting reading, even for the instructor. *Beyond Language* is obviously well thought out, with good exercises to go along with the reading passages.

According to the authors, the goals of this text are: "(1) to present aspects of American culture using reading passages; (2) to provide a context for reading and vocabulary development; (3) to stimulate discussions about culture based on the readings and conversational activities; (4) to assist students' adjustment to life in the United States; and (5) to encourage an appreciation of cultural diversity and the process of inter-cultural communication." All too many of the texts on the market set lofty goals but fail to live up to them: *Beyond Language*, however, does succeed in doing what the authors set out to do.

Just what does this text do? As for "presenting aspects of American culture using reading passages," each passage covers a broad range of American culture, language, customs, mores, and other related aspects of communication. Generalizations are made, but ones that Americans who read these passages can accept; stereotypes are avoided. The chapter titles cover specific areas such as *verbal patterns, nonverbal communication, personal relationships, work values, time and space patterns*, etc. There are ten chapters, each chapter including a lengthy reading passage (broken down into numbered paragraphs) at an advanced level, plus exercises. According to the teachers' notes, this book contains one to two (American college) semesters' worth of material, indicating quite a few classroom hours of work.

Vocabulary building is stressed throughout, with vocabulary lists plus numerous vocabulary-based exercises focusing on synonyms or definitions, completion and matching exercises, and student-generated exercises such as having the

Continued on page 23

TESOL

TESOL'S
Oregon Summer

TESOL SUMMER INSTITUTE
JUNE 25—AUGUST 3, 1984
OREGON STATE UNIVERSITY

TESOL SUMMER MEETING
JULY 13-14, 1984
OREGON STATE UNIVERSITY

WILGA RIVERS • LARRY SELINKER • HENRY WIDDOWSON • H. DOUGLAS BROWN
JOHN FANSELOW • ELAINE TARONE • CAROLE URZUA • JOANN CRANDALL
JAN ULIJN • ALI H. S. HAJJAJ • JUDY WINN-BELL OLSEN • DAVID WYATT • FRANK CHAPLEN
RUSS CAMPBELL • ANN JOHNS • EDWIN T. CORNELIUS • JEAN BODMAN
NANCY HANSEN-KRENING • INCLUDE YOURSELF!

FOR MORE INFORMATION, PLEASE CONTACT:

KARL DROBNIC, DIRECTOR
1984 TESOL SUMMER INSTITUTE
ELI, OREGON STATE UNIVERSITY
CORVALLIS, OREGON 97331 USA

MARIANNE McDOUGAL, DIRECTOR
1984 TESOL SUMMER MEETING
ELI, OREGON STATE UNIVERSITY
CORVALLIS, OREGON 97331 USA

TELEPHONE: 503 754-2464 TELEX: 510-596-0682 OSU COVS

LETTERS

DOUBLEDAY WEIGHS STATEMENT ON "PROFESSIONAL SNOBBISM"

December 11, 1983

To the Editor:

This letter is in response to the letter of Sally Westerman Jacoby (*TN*, October 1983) on "professional snobbism" in TESL/TEFL. I am profoundly ambivalent on this point, since I also am one who entered TEFL/TESL by the back door from literature. But some of Ms. Jacoby's comments demand an answer.

First, the demands of English departments (I cannot speak for comparative literature departments) have until recently been in philology, not linguistics—a very different field with different goals and different methods. The language requirements in M.A. and doctoral programs in English have, in all the universities I know of, been a joke and an insult to anyone who thinks of a language as a means of communication.

Secondly, whatever literature majors may read (and, since they normally love reading, they probably read in most fields), what they *study* is poetry and fiction. They may also read essays in some fields, such as 19th century literature, but they study them as if they were poems or stories. Other written work—history, biography, philosophy—are not treated as if they were worth studying. And literary criticism is treated as a kind of metalanguage, not approachable by the ordinary means (in some schools, a particular method of criticism is treated as gospel, not to be questioned). A literature major has normally had no chance to study any kind of writing besides poetry and fiction in any way that would help others to read that kind of writing.

Third, the snobbism is there, but it is there on both sides, and it began as literary snobbism. As far as I know, the MLA (the Modern Language Association, the major professional organization for English and foreign language teachers in higher education) has never admitted TESL/TEFL as respectable fields for their members. I am not sure about that, because I discontinued my membership in the MLA over that point, and the organization may have come to its senses since. I do know that department heads who tell their graduate students to do some work in ESL/EFL normally do so simply as a way to make the student more marketable, not because they think of the field as one worthy of their students' best talents.

Finally, and most important, we cannot be too optimistic as to what happens to a professional English/foreign language teacher who begins to teach ESL/EFL. Ms. Jacoby asks, rhetorically, "And surely a truly incompetent professional would eventually be spotted and fired, whatever his degree, would he not?" The answer to that question is "No." First, the incompetent professional's colleagues do not know his field, and know that they do not know it. They will be reluctant to consider him incompetent, especially if he can talk the language of the field that they *do* know. Second, the incompetent can always point to some students who have learned English, in spite of him (and there are always some) as proof of his ability; and he can point to others who are obviously lazy and indifferent (and there are always some) as the reason he has not been more successful. Third, and most unpleasant, many schools will not really care whether he is competent or not. They have set up an ESL program in order to get money out of a number of international students. It is all one to them whether they succeed or fail. They have an elaborate program, headed by a person with a doctorate (in something), and a number of students are in it and paying handsomely for the privilege. All the formalities are satisfied; why should they care whether the person supposedly teaching those students knows what he is doing or not?

James F. Doubleday
ESL/Liberal Arts
Rio Grande College
and Community College
Rio Grande, Ohio 45674

MORE ON SHORT STORIES FOR ESL: SOURCES AND TEACHING TIPS

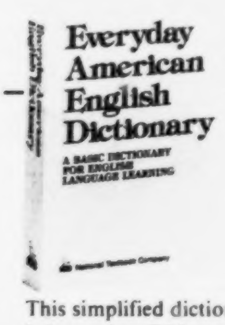
October 27, 1983

To the Editor:

I appreciate Don Henderson's comments on teaching English short stories to ESL students (*TN*, August 1983) and I would like to add a few comments of my own. As Mr. Henderson says, there are not many texts available which introduce non-native speakers to literature.

I would suggest that the short stories used in an ESL/EFL class be fairly contemporary and that translations generally be avoided. Older short stories and many translations from other languages add unnecessary barriers to understanding. I have found that several good short stories, including William Faulkner's "A Rose for Emily" and William Carlos Williams' "The

Continued on next page



NEW!

The First *American English* Learners' Dictionary

EVERYDAY AMERICAN ENGLISH DICTIONARY

A Basic Dictionary for English Language Learning

This simplified dictionary provides all the essential vocabulary and information ESL students need for survival inside and outside the school community, including:

- 5,500 of the most common English words
- Brief, clear definitions
- Controlled vocabulary and grammatical structures
- American spellings and pronunciations throughout
- Parts of speech identified for each entry
- Examples given to aid comprehension
- Simplified pronunciation key
- Table of irregular verbs
- Maps, charts, and special reference features

NEW!

BUILDING DICTIONARY SKILLS IN ENGLISH

An activity book correlated to the dictionary, this workbook is an outstanding reference text in itself. It familiarizes students with the special features of *Everyday American English Dictionary* and at the same time provides structured opportunities for students to learn and practice dictionary usage skills.

Hardbound Dictionary 5 1/4" x 7 1/2"	406 pages **No. 0339-8**	**price $7.95**
Softbound Dictionary 5 1/4" x 7 1/2"	406 pages **No. 0337-1**	**price $4.95**
Workbook 8 1/2" x 11"	48 pages **No. 0336-3**	**price $2.95**

Order today for your ESL students!

Call toll free 800-323-4900
(In Illinois 312-679-5500)

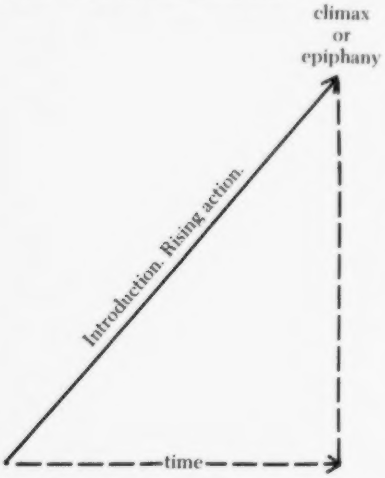
NTC
National Textbook Company
4255 West Touhy Avenue
Lincolnwood, Illinois 60646-1975 U.S.A.

LETTERS

Continued from page 22

Use of Force," are known to many Asian college students. I highly recommend Ernest Hemingway's stories—nearly all the stories in *The Snows of Kilimanjaro and Other Stories* are especially appealing, and "A Clean, Well-Lighted Place" is one of the great stories of our century. Raymond Carver, Elizabeth Tallent, and Joyce Carol Oates, among others, continue to provide excellent contemporary short stories. In addition to those in *The New Yorker*, *Esquire*, and several other magazines, the finest contemporary short stories may be found in yearly collections in *The Best American Short Stories, 19—* and in *The Pushcart Prize 19—: Best of the Small Presses*. It is also possible to excerpt complete short stories from novels, but to do this is not as simple as it might seem.

The diagram which Mr. Henderson calls the "development of action in a short story" (better known, perhaps, as "Freytag's Pyramid") can sometimes be misleading because it is not always appropriate to the dramatic structure of a story. Quite often, especially in contemporary stories, there is no "falling action." For such stories, the diagram would have to be like this:



I confess that I do not quite understand Mr. Henderson's suggestion for a "story review" or see how it might "assist in the overall understanding of a short story." It seems to me that a comparison of authors' styles would not be of much use unless it were for some definite purpose. For example, a comparison of styles might help a student determine that a particular short story is realistic or romantic, satirical or symbolic, or some other manner of fiction. (I am speaking here of what has at times been called the "tone" of a fiction and at other times called the "style." There has been confusion regarding this point.) But to make such an analysis, the student would need somewhat different categories from those suggested by Mr. Henderson.

I would also like to comment briefly on Mr. Henderson's "topics" for students. Perhaps the most important question which every reader of fiction must answer is "who is the narrator of the story?" The narrator (the person telling the story, not the author) may be a character in the story—a major or a minor character—or the narrator may be like a god who either "sees" and knows everything or one whose information is limited in some way. Further, the narrator may be reliable or unreliable. It seems to me that an assignment which asks this question about the narrator would add a great deal to the understanding of the story. A similarly important question is "what is the story's theme?" (The theme is the dominant or central idea of the story; the reader must make a connection between the story and something outside the story.) Being able to state the theme and to provide examples which illustrate the theme would be fairly basic to a full understanding of the story. However, determining a story's theme is a very difficult task for ESL/EFL students.

Finally, I would like to add to Mr. Henderson's definition of "plot"—not my own definition but one from the English novelist E. M. Forster (*Aspects of the Novel*):

> A plot is . . . a narrative of events, the emphasis falling upon causality. "The king died and then the queen died" is a story. "The king died and then the queen died of grief" is a plot. The time-sequence is preserved, but the sense of causality overshadows it. . . . Consider the death of the queen. If it is a story, we say "and then?" If it is a plot, we ask "why?"

Although Mr. Forster is using "story" in a somewhat different sense than either Mr. Henderson or I, his definition of "plot" is the best I have seen. I think it is important for students to realize that a plot consists of not only the events in the story, but also involves a reason for these events.

Richard E. Mezo
Department of English
Dankook University
Choong Cheong Nam Do
Cheonan, Republic of Korea

BEYOND LANGUAGE

Continued from page 21

students make up their own sentences using specific vocabulary. The vocabulary includes idioms, colloquialisms and conversational gambits as well as simply "hard" words.

Conversational stimuli are presented in quite a variety of exercises, with a note from the authors suggesting that these exercises be adapted, changed somewhat, or omitted, depending on the students' backgrounds and needs. A lot of the exercises are planned based on a multinational/ethnic class, but alternatives are usually presented for classes with the majority or all of the students coming from the same country. These activities range from pair-work to written composition, including a smorgasbord of exercises such as role playing, reporting, problem solving, case studies, and so on. This variety of exercises alone makes this a much-appreciated text. Even the best of classroom activities can get stale when used week after week. This is one problem the teacher can avoid by using this book. . . .

As mentioned already, this text is at the advanced level — in this case, perhaps more advanced than many of the purportedly "advanced" classes in Japan. It is doubtful whether very many Japanese college-level students would be able to handle this material with any degree of competence. Some of the adult English classes, such as those held at various companies, may be advanced enough to handle it, but the material would then require some adaptation. Many of the exercises refer specifically to American campus settings, which probably would not be of much interest or practical value to the average businessperson-student. For example, in the unit on verbal patterns, the students are supposed to make dialogues to practice giving definite and indefinite invitations in situations such as these: "Two casual friends passing each other in the *school cafeteria*," "Two *instructors* who are interested in each other's work," "A *professor* who invites a former *student* to his office for a visit," etc. (Italics added.) Obviously, the teacher could suggest changes such as school cafeteria—company cafeteria, instructors—bosses, etc. These changes, however, in no way detract from the appeal of the book; they just indicate that the teacher has to prepare carefully, keeping in mind the students' needs, which should be done anyway with *any* book for classroom use.

In order to help the students derive benefit from this material, the authors have conveniently defined terms which must be understood by the students before undertaking the readings and exercises. These definitions, on the "To the Student" page, include clear explanations of *intercultural communication*, *culture*, *communication*, and *American*. The authors prepared this material so as to be useful for students from a variety of cultures, so explanations are not biased in the direction of European students' awareness (as are many British texts), nor are they founded on the cultural knowledge of students primarily from Spanish-speaking countries as are many of the ESL texts published for use in the U.S.

This is definitely a "thinking" text; students cannot just read and respond by rote. The comprehension questions following the readings include factual questions, summary questions, and implication/inference questions. The vocabulary exercises, as mentioned previously, include student-generating sentence formulation, etc., and the conversational activities range from individual to pair to group work. The amount of student preparation necessary will depend partly on just how advanced the students' levels are and partly on their previous exposure to American culture and lifestyles. (Even students who have lived in the U.S. will need to read through and study the material carefully.) Certain parts of the material can be done on an impromptu basis, giving the students time in class to read and prepare; however, to fully benefit from this material, including active conversation/discussion based on the contents, a certain amount of pre-class preparation is indicated, especially since the students may need to check their dictionaries for certain vocabulary items and to think through what they have read. Since one chapter will normally cover several class sessions, review before each session is needed to refresh the students' memories, including students' self-review at home as well as a short review in the classroom before going on to the next part of the lesson.

A word of caution: these chapters should not be taken out of order; they are systematically graded, with the first chapters being much easier than those near the end, gradually increasing in complexity of contents and degree of conceptual abstraction, deeper cultural awareness, etc.

All in all, this is one of the better texts to make its way to Japan in recent years. The reading passages or the exercises alone would make it a text worth considering for classroom use — *if* the students are truly at an advanced level, *and if* the teacher is either an American or has spent a considerable length of time in the U.S.

*Excerpted from the **JALT Newsletter**, Vol. VII, No. 11, Nov. 1, 1983.*

Animal Farm

A BRIDGE TO CULTURAL UNDERSTANDING

by Stephen Friedman
Franklin Delano Roosevelt H.S.
Brooklyn, New York

George Orwell said that *Animal Farm* represented his first conscious attempt to "fuse political purpose and artistic purpose into one whole."[1] Similarly, I felt I was able to fuse both a teaching purpose with a cultural purpose when I introduced this book to my high school ESL class of predominantly Russian immigrant students. For them, for me, and for the students of other ethnic backgrounds, the experience of *Animal Farm* became an unforgettable one.

As a satire, as a fairy tale, and as a fable, *Animal Farm* functions on many levels. But as a cultural bridge, it proved to have ramifications I could not have anticipated. While the students gained new insights into their own past experiences, I learned a great deal about their lives in Russia.

I selected this work for many reasons. First, it is a standard high school English text. Second, as a fable, the level of English in the book is simple enough to be understood by students in their last year of ESL before being "mainstreamed" into regular English classes. More importantly, it introduced these students to a work expressly forbidden in the Soviet Union.[2] (Orwell wrote *Animal Farm* to denigrate the Russian Revolution of 1917.) Finally, as an allegory, it gave the Russian students the rare opportunity to compare their own knowledge of Russian history with that of an explicitly anti-Communist point of view.

However, when suddenly confronted with this new door, they were hesitant to pass through it. Was this novel going to be just a literal rendition of historical facts they already knew? Why was their American teacher introducing them to material they believed had been drummed into them so many times before? Surely, they were too grown-up to be reading a story about animals. Yet, when they became aware of the allegory and how the fable worked, they became fascinated and insisted on taking their books home in order to read ahead. Their involvement became complete. It now became a competition to see who could find in *Animal Farm* the most parallels to the history they had been taught in Russia.

Animal Farm begins with Old Major, the dying boar, relating a marvelous dream to the other animals. He organizes a secret meeting among them and tells of a vision in which all animals rule the world fairly and equally in a Utopian society free from human beings. He tells the animals about the inevitable rebellion against their cruel human masters. As soon as we came to the part of the speech where Old Major addresses the animals as "Comrades," all the Russian students reacted. Whispers and murmurs could be heard throughout the classroom. When the animals complete their secret meeting and sing their new anthem, "Beasts of England," an obvious parody of the "Communist Internationale," an undeniable chord was struck. The Russian students realized *Animal Farm* was a novel whose story reminded them of the life and society they had left behind.

The Russian students needed no pedagogical assistance in understanding the Orwellian allusions. Their backgrounds gave them a profound understanding which further illuminated this work for me and for the other students in the class. They clearly saw the hoof and horn of the animals' flag as symbols for the hammer and sickle. They saw that Mr. Jones represented the Czar and that his farmhouse (preserved by the animals as a museum) was the Winter Palace. In addition, they had no trouble grasping the analogy between the ritual of the animals filing past Old Major's skull in a reverent manner and the hero worship of Lenin that brings thousands of Soviet citizens to visit his tomb daily.

To the Russian students, the change of name from Manor Farm, the original designation, to Animal Farm was significant. While American students might see the change as a natural result of the animals taking over, the Russian students realized how much the change of name from Russia to the Union of Soviet Socialist Republics was a drastic break from their own historical past. They understood that this change epitomized the ultimate effect the revolution was to have on people's lives for generations to come.

A spirited debate arose over which historical character Old Major represented. In fact, at this point in the discussion, the students suddenly lapsed into Russian and began arguing among themselves. I only learned what the argument was about when one student began to translate the proceedings into English. Some felt that Old Major symbolized Lenin because he was the principal leader and catalyst of the animals' rebellion. Other more astute students pointed out that since Old Major died before the rebellion, he could not

Continued on next page

ENGLISH ALFA

The complete English program that teaches students how to use the language and how the language works

Student Texts — Short, manageable lessons that balance the teaching of communication, grammar, reading, and writing skills, followed by consistent, thorough tests and reviews

Workbooks — Immediate follow-up practice for new skills in workbook exercises that parallel and extend each lesson—a resource for individual homework assignments

Teacher's Editions — Convenient resource containing motivating teaching strategies, clear lesson objectives, grammar notes, full-size student pages with answers to exercises, extra practice activities for each lesson, extra unit tests, suggested teaching schedules, and much more . . .

Cassettes — Dialogues, exercises, dictations, and listening comprehension exercises from the student texts and workbooks help students develop confidence in speaking and listening skills—one set of cassettes for each book

Placement Test — Helps the instructor decide at which level to place each student and provides information on individual strengths and weaknesses—test package includes 25 tests, 50 answer sheets, and an answer key, and an instructor's manual

Houghton Mifflin International Division
One Beacon Street, Boston, MA 02108, U.S.A.

ENGLISH ALFA

Animal Farm

Continued from page 24

have been Lenin. Karl Marx, therefore, was the more logical choice as Marx died before the Communist revolution occurred. Thus, they arrived at a consensus that Old Major represented both Karl Marx as to philosophy and idealism and Lenin with respect to leadership and promotion of the revolution.

In addition, no one had to point out to the Russian students the historical counterparts of the other main characters in this work. They readily agreed that Snowball, *Animal Farm's* true "hero," who was exiled from the new society, personified Trotsky, whereas Napoleon Pig, the "villain," was identified as Stalin. In line with current revisionist thinking in Russia, the Russian students' perception of Trotsky and Stalin and their historical roles now coincides with our own. While Trotsky is no hero, I was surprised at how consistent the views of the young Russians seemed with our own, and how easy it was for them to point out the historical counterparts for the other characters in the book.

Boxer, the horse, whose simple solution to setbacks was the slogan, "I will work harder," represents the loyal, unquestioning proletariat. The students confirmed this interpretation by pointing out that when economic conditions worsened in the Soviet Union, people were expected to put more effort into their work. To achieve this goal, the Party apparatus incorporates inspirational themes into the daily lives of Soviet citizens. Slogans such as "Five Years in Four" and "Onward for the Victory of Communism" can be seen prominently displayed in public places.[3]

The students knew that the building of the windmill, the major project on the farm, represented the Soviets' Five Year Plans for the economy. They identified the pigs as the Communist Party, the sheep as the mindless masses, and the dogs as the secret police (the K.G.B.). Yet there were allusions which, like American students, they found more subtle and, therefore, harder to perceive.

They did not immediately recognize Moses, the Raven, as the Russian Orthodox Church. They saw Mollie, the White Mare, and her love for ribbons and sugar as the materialistic bourgeoisie (the White Guard Russians) who fled their country because they were unable to adapt to the new, harsher way of life. But like their American counterparts, the Russian students had difficulty accepting Orwell's point of view that Mollie, in this ideal society, was not a likeable character. After all, she did not do her part to help out on the farm, and, in fact, was found consorting with the enemy, the neighboring farmers. The immigrant students identified their own desire for luxury and a higher standard of living with the character of Mollie, and could not comprehend that what she was doing was in any way reprehensible.

As the story unfolded, the students realized that the neighboring farmers, Mr. Pilkington of Foxwood and Mr. Frederick of Pinchfield, represented England and Germany, respectively; and that Napoleon Pig's contract to sell lumber to Frederick symbolized the Nazi-Soviet Non-Aggression Pact of 1939. They were not surprised that Frederick paid for the lumber with counterfeit bank notes. The students knew that Hitler broke the Pact of 1939. Thus, they anticipated the plot sequence of the novel in which Frederick and his men attacked the farm and destroyed the windmill because Hitler invaded their country.

Although World War II is chronologically remote from this younger generation of Russians, they are well versed in the relevant details of this historical period. The defeat of the Germans has remained a matter of great national pride in Soviet thinking and pedagogy to this day. By contrast, many Russian students were unable to comprehend how the voluntary confessions of the animals to crimes they never committed paralleled the infamous Soviet Purge trials of the 1930's. It seems that these events are not included in the Soviet curriculum.

As the reading of the novel progressed, I learned even more about contemporary Soviet society. For example, in Chapter VI, Napoleon issues new directives proclaiming that the animals are to work a sixty-hour, six-day work week and do "volunteer" work on Sunday afternoons as well. The students pointed out that there is a special "volunteer" work day in Russia called "Subbotnik" which is held every April 18th to honor Lenin. On this day, every Russian throughout the country works without pay to show his "solidarity, support and enthusiasm for the Motherland, the Party, and, particularly, for Lenin's role in the Revolution."[4]

I learned, however, that my perception of Squealer as depicting *Pravda* was more abstract than theirs. They saw Squealer as Beria, Stalin's Minister of Internal Affairs.[5] When we came to the part in the story about Napoleon's picture being hung on the barn wall opposite the Seven Commandments of the Animals' Rebellion, some of the students commented that enormous pictures of Lenin and Brezhnev (and previously Stalin) are conspicuously displayed in public places, in schools, and in living rooms.[6] Having a picture of Lenin in the home is considered a sign of being a loyal Soviet citizen.

The Russian students also recognized the analogy between the animals memorizing the Seven Commandments and the Communist tenets they learned in school. In ways we barely comprehend, they could see just how much propaganda they had been taught. They laughed when fellow students jokingly rattled off Marxist dogma in Russian. Apparently, they had been forced to learn this rhetoric by heart. More significantly, they comprehended how the animals' original Seven Commandments had been subverted. The foremost commandment, Commandment Seven, changed from "All animals are equal," to "All animals are equal but some animals are more equal than others."

In their own life experience, leaving Russia could now be tied directly to the subversion of the original ideals of the Revolution. The egalitarian society in theory became a society of privileged classes in reality. Educational, social and economic opportunities were denied them. As a result, they were uprooted and their lives disrupted by "commandments."[7]

This series of *Animal Farm* lessons intensified in emotional satisfaction and intellectual stimulation as it progressed. The bridge I had hoped to form cross-culturally was, indeed, traversed in both directions. The Russian students bettered their understanding of the nature of their former society, while the other students in the class and I gained insights into the differences inherent in the Russian and American systems.

About the author: Steven Friedman teaches ESL at Franklin Delano Roosevelt High School in Brooklyn, New York. In his spare time, he directs a theater group in his neighborhood.

---

[1] George Orwell, *Animal Farm*, Signet Classics (New York: The New American Library, Inc., 1974), p. vii, introduction by C. M. Woodhouse.

[2] *Animal Farm* is considered the "number one" banned book in the U.S.S.R. at the present time. In spite of this, many publications of the novel have appeared in the underground press together with clandestine articles about it. In fact, *Animal Farm's* most memorable quotation, "All animals are equal but some animals are more equal than others," has become the inspirational slogan adopted by the Russian intelligentsia during recent decades. (Unpublished remarks by Larissa Khenkin, Russian Emigre, former instructor, Department of Russian and Slavic Languages, Hunter College, New York.)

[3] This information has been supplied by Dr. Zoya Prizell, former Assistant Professor of the Department of Modern Languages, Brooklyn College.

[4] This information has been supplied by Yefim Zlotin, former translator for the New York Association for New Americans (N.Y.A.N.A.)

[5] Lavrenti Beria, as Minister of Internal Affairs, administered the Secret Police, then known as the N.K.V.D., now known as the K.G.B.

[6] These lessons were conducted during the 1981 school semester. Since that time, Brezhnev has died and Yuri Andropov has succeeded him. I had the unique privilege of touring the Soviet Union during July 1983 and was surprized to find that unlike his predecessors, no pictures of Mr. Andropov were publicly displayed.

[7] In the Soviet Union, it is a common practice to break up families. If a family member is employed in a "sensitive area" and is privy to "state secrets," he is denied an exit visa while other members of the family are allowed to leave. This is another instance of "commandments" disrupting family life.

MODERN LANGUAGES AND POLITICS

The French Association of Language Teachers is organizing a conference for August 27-September 5 centering on the theme **Modern Languages and Politics.** The following questions or sub-themes will be discussed: Tomorrow's citizens: What will languages represent for them? A mother tongue? Communicative English? Or something else? Learned in what way? Taught in what way? However, we won't be able to answer these questions as long as we do not tackle the problem of decision making both at the political and at the pedagogical level. Are there any connections between the two levels?

The conference will gather linguists, psycholinguists, psychologists, sociologists, specialists of the fields of education, politics, cultural identity, etc., and of course, teachers of languages. More information from: Daniel Thomières, A.P.L.V., 19, rue de la Glacière, Paris, France.

JOB OPENINGS

Harvard University Summer School. A few openings for experienced ESL instructors, June 20-August 17. Requirements: graduate degree in TESL or applied linguistics and extensive post-M.A. degree teaching experience. Special areas of expertise welcomed for broad variety of elective courses. Duties for these full-time, eight-week positions include: teaching 15 hours per week, preparation, and student conferences; participation in staff development workshops and seminars; and support work with teachers-in-training. Salary: $4200. Send letter of application and resume before TESOL/Houston '84 to: Anne R. Dow, Director, English as a Second Language, Sever Hall 301, Harvard University, Cambridge, Massachusetts 02138.

Washington, D.C. Instructional Design International, Inc. is looking for writers and programmers to develop computer software materials for teaching all languages. IDI also needs existing software to add to its catalog. Contact: Instructional Design International, Inc., 1775 Church Street N.W., Washington, D.C. 20036. Telephone: (202) 332-5353.

University of Hawaii. The ESL Department has an opening for an assistant professor, tenure-track, starting fall 1984. Major instructional interests in several of the following: ESL methodology; syllabus design; curriculum planning; materials development; the skill areas; and ESP; also a commitment to quality research in the above or other areas of applied linguistics. Qualifications: doctorate in ESL/applied linguistics; ESL experience in Asia or Pacific Basin desirable. Salary range: $16,872-$25,296. Send vitae and references by March 15 to: Dr. Richard Day, Chair; ESL Department, University of Hawaii, Honolulu, Hawaii 96822. Interviews may be held at TESOL '84.

Seattle, Washington. The University of Washington invites applications for Director of English as a Second Language. Responsible for curriculum, staff and development. Possibility of teaching in M.A./TESOL Program. M.A. or Ph.D. and three years teaching/administration in ESL or related field required. Salary negotiable. Deadline: March 15. Send applications to: Richard L. Lorenzen, Vice Provost and Director, Continuing Education and Summer Quarter, 322 Lewis Hall-Mailstop DW-22, University of Washington, Seattle, Washington 98195.

University of North Carolina at Charlotte. Position for full-time coordinator and lecturer for English Language Training Institute beginning June 1, 1984 or no later than July 1, 1984. Requirements: Ph.D. in ESL or related field preferred; at least three years ESL teaching experience and one year of ESL administrative experience; preference for individuals with experience in student recruitment, budgeting, supervision of professionals and clerical staff, ESL curriculum development and teacher training; ability to work with diverse clientele groups. Salary and benefits competitive. Applications close March 15, 1984. Send letter of application, resume and three letters of recommendation (with phone numbers) to: Earl L. Backman, Director, Center for International Studies, UNCC, Charlotte, North Carolina 28223. Telephone: (704) 597-2407.

Continued on next page

UNIVERSITY OF PETROLEUM & MINERALS
DHAHRAN — SAUDI ARABIA
ENGLISH LANGUAGE CENTER

The ELC is responsible for preparing approximately 1000-1400 male students per year for study in all-English-medium technical courses leading to Bachelors' Degrees in science, engineering and management. The Center currently employs some 70 teachers (American, British, Canadian and Australian) and is expected to expand. The Program is biased toward English for academic purposes. Well-equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced teachers of English as a Foreign Language as of September 1984. Applicants should be willing to teach in a structured, intensive program which is continually evolving and they are encouraged to contribute ideas and materials.

QUALIFICATIONS: M.A. Applied Linguistics/TESL or M.A. in TEFL or TESL.

EXPERIENCE: Minimum two years teaching experience in TEFL/TESL overseas.

STARTING SALARY: Depending on qualifications and experience. Salary is free of Saudi taxes.

ADDITIONAL BENEFITS:
1. Rent free, air conditioned, furnished accommodation. All utilities provided.
2. Gratuity of one months's salary for each year worked, payable on completion of final contract.
3. Two months paid summer leave each year.
4. Attractive Educational Assistance Grants for school-age dependent children.
5. Transportation allowance.
6. Possibility of selection for University's on-going Summer Program and Evening Program with good additional compensation.
7. Outstanding recreational facilities.
8. Air fares, excess baggage allowance and per diems paid at beginning, middle and end of contract.

CONTRACT: For two years, renewable.

Apply quoting this advertisement with complete resume on academic and professional background (it is vital that you include this information, and only this information, at this stage) to:

University of Petroleum & Minerals
Houston Office (Dept. 151)
5718 Westheimer, Suite 1550
Houston, TX 77057

A career and a challenge

Work in one of the largest ESP operations in the world

King Abdulaziz University Jeddah Saudi Arabia

Applications are invited for the following posts in the English Language Center: **Foreign Language Teachers (ESP)**

Duties: include teaching materials development and class administration.

Qualifications: A TEFL/TESL qualification is obligatory. This can be **either** an M.A./M.Ed./M.Sc. in TEFL/ESP/TESL **or** a postgraduate diploma in TEFL or TESL **or** postgraduate certificate in Education (TESL/TEFL). First degrees in ecnomics or Pure and Applied Sciences are acceptable if accompanied by a TEFL/TESL qualification.

Salary and Benefits: Very competitive salary scales and allowances (including baggage and education allowances) are assessed in the light of qualifications and experience. Benefits also include free furnished accommodation or housing allowance in lieu, air fares to and from post, end of contract gratuities (after appropriate period), 60 days annual leave, and health care within the Kingdom's Public Health System.

The English Language Centre provides a stimulating opportunity for developing ESP skills in a learning environment enriched by in-house media services—a graphics studio, a reprographics and printing shop, phototypesetting, TV studio, photographic studio, language laboratories, library training areas and a developing computer service.

Send letter of application as soon as possible enclosing curricula vitae, names of references (including present employer), religious denomination, details of family status and copies of qualification. Write to: **The Supervisor General, English Language Centre, King Abdulaziz University, P.O. Box 9027, Jeddah 21441, Saudi Arabia**

Interviews will be held in Houston, Texas in early Spring.

JOBS

Continued from page 26

Sapporo, Japan. English teachers sought by International Academy for Youth, a language institute. English, French, German, Spanish or Chinese bilinguals considered ideal. One-year renewable contract, full-time. Minimum degree: B.A. in TESL/TEFL or equivalent. Duties: teaching conversation classes. Possible promotion with appropriate salary increase to administrative and supervisory positions. Starting date: October 1. Send resume, transcripts, photo, two or more letters of recommendation and a cassette tape describing yourself and stating reasons to teach at IAY to: Mr. Bruce Robinson, Head Instructor, IAY, Hinode Bldg. 5F, Nishi 4, Minami 1, Chuo-ku, Sapporo, 060 Japan. Telephone: 011-281-5188.

Tokyo, Japan. Japan Program, University of Pittsburgh English Language Institute and the Tokyo Institute of International Education, seek EFL instructors for a new center in Tokyo. Native speakers of English with an M.A. in TESOL and teaching experience, preferably overseas. Several openings beginning May 1984. Excellent salary and benefits. Responsibilities: teach 20 hours per week. Twelve-month contract with possibility of renewal. Send inquiries with resume to: Robert Henderson, Director, Japan Program, English Language Institute, Department of Linguistics, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

Northern Arizona University, Flagstaff. Tenure-track position in ESL/sociolinguistics to teach sociolinguistics; courses dealing with cross-cultural and bilingual issues; English grammar and linguistics; ESL methodology; possibly Southwest cultures or history of the English language. A secondary interest in testing and/or rhetoric is desirable. Salary competitive. Required qualifications: Ph.D., teaching experience, professional activities and publications. Send application, vitae and references to: Dr. Bryan Short, Chair, English Department, Northern Arizona University, Box 6032, Flagstaff, Arizona 86011. Telephone: (602) 523-4911.

Northern Arizona University, Flagstaff, Arizona. Tenure-track position in ESL/psycholinguistics. Requirements: Ph.D., teaching experience, professional activity and publications. Applicants must qualify to teach a variety of methodology and linguistics courses crucial to our MATESL program as well as some composition. Send application, letters of reference, placement file and vitae to: Dr. Bryan Short, Chair, English Department, Box 6032, Northern Arizona University, Flagstaff, Arizona 86011.

Galang, Indonesia and Panat Nikhom, Thailand. The Experiment in International Living seeks applicants for ESL teacher supervisors to work in refugee camps. Duties: provide training to Thai and Indonesian ESL teachers in theory/methodology; supervise implementation of competency-based ESL curriculum for adult Indochinese refugees resettling in the USA. Required qualifications: experience in teacher training/supervision and classroom teaching overseas; graduate degree in ESL (or equivalent); ability to work in challenging conditions; commitment to assist host country national teachers; extensive cross-cultural experience; U.S. citizen. Salary: $13,500/year; health insurance; transportation; monthly cost of living supplement; housing provided in Indonesia only. Starting date: immediate openings through spring 1984. Send cover letter stressing teacher training and overseas experience, available date, names with telephone numbers of three professional references, and current resume to: Ms. Helju Batchelder, Projects and Grants Office, The Experiment in International Living, Kipling Road, Brattleboro, Vermont 05301. Telephone: (802) 257-4628.

The Experiment in International Living seeks leaders for its 1984 Summer Abroad Programs for high-school/college-age students. Programs include orientation, either in the U.S. or overseas, optional language training, a three to four week homestay, and special activities in the homestay community. Primary responsibilities: prepare group members, and guide their thinking so each develops the ability to walk in another's shoes, see through another's eyes, and have a revealing firsthand experience in international understanding. Qualifications: in-depth knowledge of the language and culture of the country to which a candidate is applying; experience in group work or teaching U.S. students; minimum age, 24; active interest in international understanding. More information and application from: Leadership, The Experiment in International Living, Kipling Road, Brattleboro, Vermont 05301-0676. Telephone: (802) 257-7751.

University of South Florida. Six ESL instructors and 1 curriculum coordinator are sought for the International Language Center program beginning August, 1984. All appointments will be full-time, non-tenurable, but do carry annual salary contracts plus normal fringe benefits. **Instructors:** 9-month contracts; salary—$14,000 with summer appointments available. Requirements: M.A. in T.E.S.O.L., applied linguistics or related field; two years teaching experience in an intensive ESL program. Duties: teach 20 hours per week plus other responsibilities. **Curriculum Coordinator:** 12-month contract, salary—$17,500. Requirements: M.A. in T.E.S.O.L. or related field and Ph.D. in linguistics; considerable experience in ESL teaching, curriculum development and administration. Duties: coordinate, develop and evaluate the center's curriculum; some teaching. Send letter of application, vita, and three letters of recommendation by April 15, 1984. Address materials to: Ms. Blanca Ponte, Chairperson, Search Committee, International Language Center, University of South Florida, Tampa, Florida 33620.

Shaanxi Province, People's Republic of China. The Center of Training for Foreign Language Teachers for Northwest China at Jiao Tong University in Xian seeks an EFL teacher for a minimum of one year. Qualifications: M.A. in English or ESL and some teaching experience. The university will pay for international transportation and approximately RMB 550-600 a month and several hundred RMB for a summer (or winter) vacation trip in China. Applicants are requested to write to: Director, Center of Training for Foreign Language Teachers for Northwest China, Jiao Tong University, Xian, Shaanxi Province, PRC.

Japan. The Overseas Service Corps of the YMCA offers teaching positions at over 20 YMCAs in Japan. Requirements: teaching experience; M.A. preferably in TESL or related area. Competitive salary and fringe benefits are offered. Annual application deadlines are March 15 for fall placement and November 15 for spring placement. U.S. residents should write to: OSCY, International Division, YMCA of the USA, 101 N. Wacker Drive, Chicago, Illinois 60606. Residents of other countries, write: OSCY, YMCAs of Japan, 2-3-18 Nishiwaseda, Shinjuku-ku, Tokyo, Japan 160.

Saudi Arabia. A joint venture company is seeking ESL Instructors to teach English and pretechnical skills to trainees in the petrochemical field. Qualifications: M.A. in ESL or related field and/or equivalent ESL experience. Previous Middle Eastern ESL experience preferred. Assignments are on Single Status basis. Benefits: Competitive tax-free salary including overseas living allowance and completion of assignment bonus; housing and transportation to/from work site; total 30 days paid vacation, including R & R and annual leave; comprehensive medical insurance, air freight allowance. Contact with resume: Northrop Aircraft Services Division, International Employment, Department 1036/AJ-77, P.O. Box 2308, Hawthorne, CA 90250.

Announcing . . .

Summer Exchange Program in Japan for ESL/EFL Teachers

in conjunction with the International Language Center, University of South Florida and Showa University

*24 Americans will enroll in the intensive Japanese program at the International Language Center, Showa University, Fujiyoshida, Japan

*24 Japanese professionals will study in the intensive English program at the International Language Center, University of South Florida, Tampa

The Fuji campus is one hour from Tokyo by bullet train. Cultural excursions are an optional part of the program.

For those who are qualified ESL/EFL teachers, a limited number of part-time teaching positions may be available at the Japan Center, to help offset expenses.

Application deadline: April 1, 1984

Deposit and tuition: $100.00 deposit toward $320.00 tuition

Room and board: $300.00 for dormitory and meals

Airfare: $650.00 from Los Angeles to Tokyo (possible charter fare from Tampa to Los Angeles)

When: August 1-28, 1984

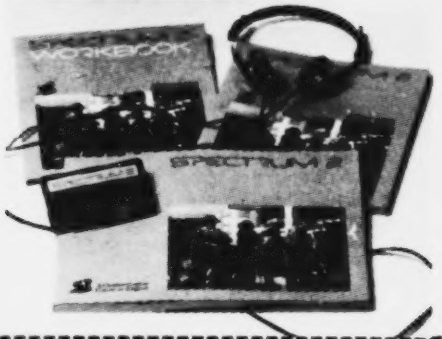
Where: International Language Center in Fujiyoshida, Japan, in cooperation with Showa University

Credits: A maximum of 3 credits may be earned via a proficiency examination administered in Tampa at the end of the session

For more information: Dr. Carol Cargill-Power, International Language Center, University of South Florida, Tampa, FL 33620

The University is an Affirmative Action/Equal Opportunity Institution

It gets people talking.



SPECTRUM

Finally there is an ESL series that lets students talk more, teachers talk less.

Spectrum helps adults and teenagers learn English by teaching them how to express their own ideas, their own feelings. Personalized exercises and problem-solving activities allow them to engage in *real* communication. From the very beginning.

With *Spectrum's* "communicative" approach, your students will know how to *use* the English they learn—all while receiving a strong grammar base and constant practice in the four basic language skills: listening, speaking, reading, and writing. They'll learn to perform basic language functions such as asking for information and introducing themselves. They'll listen to telephone recordings, commercials, and public announcements. And they'll read exciting articles on careers, social trends, and the latest developments in science and technology. Regular recycling of language from unit to unit and level to level insures that your students' mastery of new skills is constantly reinforced.

Spectrum is a complete, six-level series. Textbooks filled with delightful photos and illustrations (many of them in full color), workbooks, spiral-bound teacher's editions, and lively four-hour cassette programs make it the most stimulating, comprehensive ESL program on the market.

So find out how to get your students talking. Call toll-free or send in the coupon today.

Regents Publishing Company, Inc.

For complete information about *Spectrum*, call toll-free:

800/822-8202 (In New York State call (212) 889-2780.).

Or mail this coupon to:
Regents Publishing Company, Inc.
Two Park Avenue, New York, N.Y. 10016

Please send me your free full-color, 16-page *Spectrum* Presentation Guide.

Please send me your complete catalog.

Please have a Regents representative call me.

Name (Please Print)

Address

City

State Zip Code

( )
Telephone

TN 1

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

FORTHCOMING TESOL AFFILIATE MEETINGS

1984	
April 6-7	Illinois TESOL/BE Convention, Chicago, Illinois
April 6-7	MATSOL Convention, Boston, Massachusetts
April 6-7	WITESOL Conference, Pewaukee, Wisconsin
April 7	Regional BATESOL/WATESOL Mini-Conference, Baltimore, Maryland
April 13-15	CATESOL Convention, San Jose, California
April 27-29	TESOL Spain, Madrid
April 28	Ohio TESOL Convention, Westerville, Ohio
May 4-6	Tennessee TESOL Convention, Knoxville, Tennessee
May 5	MinneTESOL Spring Workshop, St. Paul, Minnesota
May 11	WATESOL, Washington, D.C.
May 11-12	Gulf TESOL, Jacksonville Beach, Florida
June 13-16	SPEAQ Convention, Quebec City, Quebec
September 28-29	Kentucky TESOL with KCTFL, Louisville, Kentucky
October 5-6	5th Annual WATESOL Convention, Alexandria, Virginia
October 18-20	4th Midwest Regional TESOL Conference, Cincinnati, Ohio
October 19-21	NYS TESOL Annual Meeting, Tarrytown, New York
November 2-3	TEXTESOL, 6th Annual State Conference, San Antonio, Texas
November 15-17	COTESOL, Denver, Colorado
1985	
January 24-27	3rd Rocky Mountain Regional Conference, Tucson, Arizona

HONORS AND SCHOLARSHIPS TO MEMBERS OF AFFILIATES

MEXTESOL HONORS MACEY McKEE

The Mexican national association of English teachers, MEXTESOL, selected **Macey Blackburn McKee,** of the Western Illinois University ESL Institute, to be the recipient of its first Award for Distinguished Service by a nonresident. The award was presented at the national convention held in Mexico City, October 22-24, 1983, at which McKee also presented two papers. The convention issue of the *MEXTESOL Journal* carries a feature on McKee and four articles by her.

MORE CONGRATULATIONS: HO-PENG LIM AND MARY McGROARTY

Ho-Peng Lim, CATESOL member at the National University of Malaysia, was awarded the 1983/84 Longman Fellowship in the English Language tenable at University College, London. This prestigious award is given annually to a scholar of postdoctoral level outside the United Kingdom.

Mary McGroarty, whose dissertation, *English Language Tests, School Language Use, and Achievement in Spanish-speaking High School Students,* was one of seven selected for recognition by the National Advisory Council on Bilingual Education (NACBE). McGroarty won second place in the NACBE's Outstanding Dissertations competition.

TEXTESOL-I ESTABLISHES PERMANENT SCHOLARSHIP FUND

The TEXTESOL-I Executive Committee authorized the investment of $10,000 in a long term investment trust from which interest income will be used to pay for the annual TEXTESOL-I Ruth Crymes Scholarship award to the TESOL Summer Institute. The scholarship committee has recommended that any additional interest income be used to fund college scholarships for limited English proficient students graduating from the area high schools.

The 1983 award went to **Judy Meyer,** an ESOL teacher in the El Paso Independent School District's HILT program. Ms. Meyer is the ESOL Department chairperson at the HILT Center located at Lincoln School.

ILLINOIS SCHOLARSHIP WINNERS: BIAVA, MOEHRLIN AND NGUYEN

The Illinois TESOL/BE Scholarship Committee is proud to announce the winners of the 1983-84 scholarships. Each scholarship has a monetary value of $300. The recipients are **Christiana Biava** for the Robert Illwitzer Award, **Cynthia D. Moehrlin** for the Virginia M. Welninski Award, and **Peter Plunkett Nguyen** for the Marsha R. Santelli Award.

MIDTESOL SCHOLARSHIP AWARD TO TED WILSON

At the spring meeting of MIDTESOL in April at the University of Missouri, Columbia, the MIDTESOL Scholarship Committee announced that **Edward "Ted" Wilson** of Kansas City, Missouri had won the first MIDTESOL Scholarship to attend the TESOL Summer Institute at the University of Toronto in Toronto, Ontario, Canada. The amount of the scholarship was $800. MIDTESOL is made up of Missouri, Kansas and Iowa.

1000 ATTEND ANNUAL JALT CONFERENCE

The biggest JALT event in 1983 was the **International Conference on Language Teaching/Learning,** held September 23, 24 and 25 in Nagoya. Nearly 1,000 attended, a new record for our conference! Over 100 presentations, most with a highly practical slant, covered subjects of vital interest to today's teachers. They ranged from computer-assisted instruction to courses based entirely on pair work, from classroom uses for video to newly developed communicative activities.

Our newest chapter in the port city of Kobe had its first meeting recently. This brings the total number of chapters to 14. JALT (Japan Association of Language Teachers) membership is up to around 1,800. The JALT office in Kyoto is busy developing new computer programs to retrieve membership information faster and in more detail. This will be of great help for our commercial members as well as for the creation of programs to meet specific needs of our members.

PUERTO RICO TESOL CELEBRATES ITS TENTH ANNIVERSARY

Congratulations to Puerto Rico TESOL for ten consecutive years of service to ESL teachers on the island. Their tenth annual convention at Condado Holiday Inn, November 11-12, their second Puerto Rico TESOL Summer Institute, and the organization of the new Caguas Chapter attest to their success as a professional organization.

TESL CANADA COUNCIL RENAMES JOURNAL

SPEAQ Journal became *TESL Journal* officially on March 31, 1983. The SPEAQ Editorial Board was authorized by the TESL Canada Council to become the editorial board of *TESL Journal.* It will be distributed to all members of the various TESL Canada Associations. Subscriptions from abroad will be solicited as well.

NEW MEXICO HOLDS SPECIAL MEETING

New Mexico TESOL held a special meeting October 29, 1983 at Albuquerque High School and extended a special invitation to TESOL members and non-members alike. Dr. James Alatis and Ms. Elizabeth Tannenbaum were featured speakers. The meeting was held to encourage ESL professionals in the area to become aware of and more involved in the New Mexico TESOL affiliate.

Continued on next page

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

AFFILIATE NEWS

Continued from page 29

—photo by Myles Hoenig

ESL WEEK IN BALTIMORE

Baltimore Area TESOL President Elizabeth Cadwalader (*second from left*, Goucher College) and President-Elect Judy Wrase (Dundalk Community College) proudly display proclamations from the Mayor of Baltimore and the Baltimore County Executive proclaiming November 7-11, 1983 as "English as a Second Language" Week in Baltimore. Conference Chair Andrew Meyer (*right*, Community College of Baltimore) presented the proclamations on behalf of the officials to Elizabeth and Judy at the 3rd Annual BATESOL Conference which was held on November 5 at Towson State University. Keynote Speaker Dr. Elliot Judd (University of Illinois, Chicago) praised the affiliate for the efforts made to inform local officials in the promotion of the ESL programs in the area.

—Andrew Meyer

SPEAQ RECEIVES GRANT FOR ESL RESOURCE CENTER IN QUEBEC

SPEAQ (La Société pour la Promotion de l'Enseignement de l'Anglais, langue seconde, au Québec) has always been interested in the dissemination of information related to the teaching and learning of ESL. Last spring SPEAQ put in a request for a grant from the Secretary of State in Ottawa and we were pleased to learn in September that our request for funds had been accepted. The first leg of our study on the feasibility of a resource center for ESL is well under way. By September 1984 our data bank should be sufficiently large to allow the center to operate on a limited basis. If the project develops as planned, the center should be in full operation by spring 1985.

Members of the TESOL Scotland Committee at their inaugural conference (front row, left to right): Liz Hamp-Lyons, secretary; Rosalind Grant-Robertson, ex officio as chair, SATEFL; John Landon, ex officio as chair, SATESL; and Anna Mackay, treasurer.

Pausing for a break during the fall meeting (September 23-24, 1983) of Kentucky TESOL are (left to right): Diane Eison, newsletter editor; Marge Manke; Martha S. Conaway, president; Joy Allameh; Joan Tribble; Karen Hunter-Anderson, past-president; Linda Crocker; Nathan Wolf, second vice president; Harriet Keller, executive secretary.

JOINT MEETING FOR KENTUCKY TESOL

Members of the Kentucky TESOL Executive Board met during their conference held in Louisville in conjunction with the Kentucky Council on the Teaching of Foreign Languages on September 23-24, 1983. While the theme of the conference and the plenary sessions dealt with **Foreign Languages and International Business**, there was a separate strand of TESOL meetings of particular interest to ESL teachers. As a member organization of KCTFL, Kentucky TESOL members are eligible to apply for $100 supplementary travel grants to out-of-state conferences and for $500 grants for professional growth.

People are talking about MINERVA's unique books for their special supplementary needs in . . .

. . . grammar
THE ENGLISH NOTEBOOK
Exercises for Mastering the Essential Structures
by RICHARD YORKEY
A workbook in grammar for intermediate students. $3.95

. . . functional language
ACCEPTANCE TO ZEAL
Functional Dialogues for Students of English
by CAROL AKIYAMA
Notion-based, natural dialogues on everything from acceptance and ambivalence to worry and zeal. $3.95

. . . reading
READ RIGHT! Developing Survival Skills
by ANNA UHL CHAMOT
Everything from clothing labels to want ads to TV programs. A wide range of realistic, practical reading matter. $3.95

. . . idioms and two-word verbs
GETTING ALONG WITH IDIOMS
Basic English Expressions and Two-Word Verbs
by LORRAINE GOLDMAN
Lively dialogues, advertisements and other presentations serve as the vehicles for contextualizing and teaching of basic American idioms and two-word verbs. $3.95

. . . English for special purposes
ENGLISH FOR OFFICE CAREERS
by ROBIN BROMLEY and WALTER J. MILLER
The workaday vocabulary necessary for success in an office job is taught in context through readings encompassing various office positions. $3.95

. . . conversation
PEOPLE TALKING
Dialogues for High Intermediate and Advanced Students
by EUGENE J. HALL
25 universal situations — a job interview, making airplane reservations, keeping in shape and so on — present an immersion into situations which prepares students for coping linguistically with real world needs. $2.75

Published by
MINERVA BOOKS, LTD.
137 West 14th Street, New York, N.Y. 10011
212 929-2852

Available in California from
Alta California Book Center
14 Adrian Court, Burlingame, California 94010
415 692-1285

THE 'SAKURA' TECHNIQUE

by Michael Redfield
Shoin Women's College

All through the last decade teachers were told to get more "communication" in their EFL classes. Many of us, trained in the audio-lingual method, or the even older grammar-translation method, could immediately see the need and justification for this, but we wondered just how to go about it. The problem was especially grave for those of us who taught in third world countries where the educational systems are most often "traditional," relying on rote memory, with little or no initiative on the part of the students. The technique described in the following paragraphs has proven effective at universities and binational centers in Iran, Bolivia and Saudi Arabia and might be a way of helping other teachers faced with the same problem.

"Sakura" is a Japanese word that usually means "cherry blossom." It has another meaning in the theatrical and entertainment worlds which might be best translated as "ringer." A sakura is someone who looks like a normal member of the audience but who in reality has been placed there by the management in order to stimulate audience participation in the play or particular type of entertainment being offered. In the EFL classroom our audience (the students) often could use a little stimulation in order to get them to participate more, especially in communication activities. The use of a "sakura" can be of help here too. The idea behind using a sakura is that if one student begins doing something in class, then others will soon follow, particularly if it meets with the approval of the instructor. In this case the sakura takes the initiative during class to use some of the material that has been (or is being) presented by the instructor.

For example, in a beginning class, after the instructor has presented "What is your name?" and practiced this structure with the whole class, the sakura, independently might ask someone in class the same question.

The instructor, at this point, keeps silent, allowing the second student to answer. This is very important, because what is desired is communication among the students themselves. The teacher, in effect, relinquishes the floor, letting the students communicate. At first most students will not know how to respond, but as soon as they see that this kind of real communication does not meet with punishment from the teacher, they will begin, probably timidly at first, to respond to the sakura. This is a person whom they know and see as a member of the class and then they too will begin to take the initiative. When the communication is finished, the teacher will again take the floor and continue presenting material. The more English the students know, the longer the communication period will last.

The benefits in using the sakura technique are obvious. Students begin to use the English they are learning for real communication. They soon learn that they will be allowed to speak when they feel that they are ready to speak, and to say what they want to say to whom they want to say it. They will use and try out what they know and are learning in a real communicative setting. This type of practice comes on their own initiative and teaches them that they can truly rely upon themselves to use real language. English is no longer a "game" but a means for communication.

The teacher, when using the sakura technique, must adopt a slightly different attitude than he/she is perhaps normally used to. He is no longer the center of all activity. He must be able to relinquish the floor, leaving the students room for learning. He becomes, momentarily at least, a "resource person," no longer directing the activity but being present at all times to help the students when they request help. He has to have the ability to keep out of the way while the students are busy trying to communicate, always supporting the students in their efforts but not intervening unless specifically asked to do so. He must not be seen as a judge or evaluator of the student generated language, but rather as an interested third party. When the students seem to have finished, then the instructor reverts to his normal teaching and takes over active control of the class once again, always being ready to give up the floor when students retake the initiative to practice the language through communication with their peers.

The practical problem, naturally, is to find a sakura. I myself took this role in Aymara and Arabic classes, with the approval of the teacher. In an EFL setting you might be able to take advantage of personal contacts within your own institution. Relatives of staff members or friends who happen to be your students are perfect people for sakuras because you can make contact with them before the first day of class, explain to them what you have in mind, and motivate them to act as sakuras. Scholarship students are another group who make excellent sakuras. And remember, you only need a sakura for that first week or so of class, because after that the rest of the students will have learned to take the initiative to use the language that they are learning. The sakura does not have to, and should not, know more English than the other students. What he has to do is begin using what is presented with the other members of the group. If you can get someone to do that then you will find that getting real communication into your class is not such a big problem after all.

The sakura technique may not be for everyone. Some cultures might not accept language generated by class members, and some teachers might not feel at home giving up some of the control and authority that they are traditionally accustomed to. However, look at your own situation, see if you are satisfied as to the amount of communication going on in your classes, and if the culture you are working in will allow it, give the sakura technique a try.

About the author: Prior to teaching EFL at Shoin Women's College in Kobe, Japan, Michael Redfield taught EFL in both Indonesia and Colombia.

Members of the AAP-ESOL Committee (left to right): Connie Holcomb, Longman and Chair of the Committee; Aaron Berman, Director, TESOL Development and Promotions and TESOL's liaison to the Committee; Folkert van Karssen, Houghton Mifflin; Karen Peratt, Collier Macmillan; Judy Bittinger, Addison-Wesley; Laurie Likoff, McGraw-Hill; Saundra Smith, Association of American Publishers; Tina Carver, Prentice-Hall; Ray Adame, Regents; Eileen Peters, Scott Foresman.

AAP-ESOL COMMITTEE

The Association of American Publishers-ESOL Committee met in New York City in early November 1983 at the offices of the AAP. This Committee meets several times a year and annually with the TESOL liaison to the group, Aaron Berman, Director of TESOL Development and Promotions. Under discussion were such matters as the possibility of upgrading services of the TESOL commercial membership and seeking new ways in which the publishers can cooperate with TESOL. They also worked out the details of exhibiting at annual conventions, and more specifically, at TESOL/Houston. The AAP-ESOL Committee has been active for more than three years now. It sponsors an annual session on publishing at TESOL conventions.

Macmillan ESL
A program for every level

WHAT?
NEW ROUTES TO ENGLISH
INTERMEDIATE SKILLS STUDENT BOOK FOUR
Computer Science

PLUS:
- Graded Readers
- Writing and Grammar
- Speaking and Listening
- Survival Skills
- Adult Basal Programs
- Teacher Resources
- Supplementary and Audio-visual Materials

Write for our catalog:
MACMILLAN PUBLISHING COMPANY • SCHOOL MARKETING • 866 THIRD AVENUE, NEW YORK, NY 10022

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

Officers 1983-84

President
John F. Haskell
Northeastern Illinois University
Chicago, Illinois 60625

First Vice President
Charles H. Blatchford
3901 Bannister Road
Fair Oaks, California 95628

Second Vice President
Penny Larson
San Francisco Community College Centers
San Francisco, California 94109

Executive Board: **Penelope M. Alatis,** Francis C. Hammond Jr. High School, Alexandria, Virginia; **Andrew Cohen,** Hebrew University, Jerusalem, Israel; **JoAnn Crandall,** Center for Applied Linguistics, Washington, D.C.; **John Fanselow,** Teachers College, Columbia University, New York, New York; **Jean Handscombe,** North York Board of Education, Toronto, Ontario, Canada; **Holly L. Jacobs,** Marietta, Georgia; **Darlene Larson,** New York University, New York, New York; **Lin L. Lougheed,** Washington, D.C.; **Marsha Santelli,** Chicago Public Schools, Chicago, Illinois.

Executive Director: James E. Alatis, Georgetown University, Washington, D.C.

Executive Assistant: Carol LeClair, Washington, D.C.

Development and Promotions: Aaron Berman, San Francisco, California

Convention Coordinator: Rosemarie Lytton, Washington, D.C.

Editor, TESOL Quarterly
Barry P. Taylor
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Editor, TESOL Newsletter
Alice H. Osman
F. H. LaGuardia Community College, CUNY
Long Island City, New York 11101

Editor, Convention Daily
Jerry Messec
Florida State University
Tallahassee, Florida 32306

TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*, **Annual membership rates:** Regular membership, $33; Student membership (for those engaged in at least half-time study), $16.50; Joint membership (two-member household), $49.50; Institutional membership, $49.50; Commercial membership, $165; Paraprofessional, Retired, Unemployed or Volunteer membership, $16.50. **Additional mailing fee:** Foreign surface mail add $5 or foreign air mail add $15. Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Telephone: (202) 625-4569. **For change of address** or other information, write to TESOL at foregoing address.

TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 U.S.A.
TESOL NEWSLETTER • VOL. XVIII, NO. 1, FEBRUARY 1984

NON PROFIT ORG.
U.S. POSTAGE
PAID
Bloomington, Ill.
Permit No. 16

Houston
18TH ANNUAL
TESOL CONVENTION
MARCH 6-11 • 1984 • HYATT REGENCY

Program Chair: Penny Larson
Alemany Community College Center
San Francisco, California 94109
Associate Chair: Elliot Judd
University of Illinois
Chicago, Illinois 60680

TESOL NEWSLETTER

WRITING and COMPOSITION

Volume XVIII Number 1 Supplement No. 1 February 1984

What Our Students Say About Writing

English may be the most popular language in the world, but right now I'm still afraid of it. Whenever I have contact with English, I get a headache. Those things called grammar, essays, sentences, and vocabulary are all like bullets which have just come out from a machine gun. They all shoot into my brain. Every time, they make my brain into a condition like a cracked walnut. Even though I have help from teachers, they make me more confused by giving me more grammar rules. Oh, please let me free, English!

Chinese

Sometimes I have ideas but vocabulary or spelling or grammar make me change the idea.

Arabic

I usually don't like to worried about grammar and espalling because when pay attention to technical part of writing then I usally forget about my ideas and panic.

Urdu

SHOWING WRITING: MODELING THE PROCESS

by Nancy Pfingstag
University of North Carolina at Charlotte

The complex process of writing, with its recursive steps of inventing, composing, revising, and editing, is difficult to explain. What is needed is a demonstration of the process. One method, borrowed from Muriel Harris's extensive work in the teaching of writing to English-speaking college students (1983), is modeling, a method in which the teacher shows students the writing process by actually going through the process for them.

Modeling, according to social learning theorist Albert Bandura, is a procedure by which observers can acquire new patterns of behavior by watching the performances of others (1974:6). Thus observers who are uncertain what responses to make in a novel situation are shown a specific pattern of behavior to try.

To explain one use of modeling with ESL composition students, I will describe the procedure used with Vincente, a Venezuelan student in the Basic Level at the University of North Carolina at Charlotte. (Students in the Basic Level score between 35 and 60 on the Michigan Placement Test: Form A.) Vincente was one of the better students in his level, yet he was not satisfied with his writing. He felt frustrated when he tried to think of something to write in response to a topic.

Because I needed to know how Vincente set about doing a piece of writing and what he was thinking as he wrote, I did a protocol analysis of his writing. A verbal or thinking-aloud protocol is obtained by asking the writer to compose out loud into a tape recorder while writing. The benefit of having students give verbal protocols is that they allow us to gain a deeper understanding of our students' composing processes. In Vincente's case, a protocol analysis showed that his tendency was to do very little planning but to plunge directly into a topic by relating it to his everyday experiences. Although this often led to delightful pieces of writing, his frustration indicated that he was locked into a static pattern of responding to a topic.

The First Session

I asked Vincente to think aloud while he wrote for twenty minutes on the topic of "Spring Break." I purposely left the topic broad in order to observe the method(s) he used in narrowing and planning. In his protocol, Vincente quickly narrowed the topic to his activities during spring break:

> First . . . I think I have to write . . . first . . . on what I did on the first day of my spring break . . . and then, and then I will be writing on the other days and the other things that I did . . .

After that initial step, he began a narrative of the daily events of his spring break, beginning with a move to a new apartment and ending with a search for drapes.

Half way through the protocol, Vincente became uncertain as to the direction of his writing response:

> Now, I think I have to write about the move, no? To describe something about the move . . .

and the uncertainty remained with him as he stumbled through the remaining protocol:

> Um . . . the friends, the friends that my sister had . . . had used . . . to do . . . to do . . . to do the move . . . in the . . . in the day after . . . the day after . . . I . . . I went to find some stores . . . the store who . . . the store that I can rent furniture or something.

Finally, his attention focused on finding words to complete sentences and, as a result, his syntax began to suffer (see Appendix).

After discussing Vincente's protocol and writing response with him, we exchanged roles and he gave me the topic of "Graduation" to write on for twenty minutes. My purpose was not only to model planning and inventing patterns for Vincente to observe and try in his second writing response, but also to show him that a certain amount of frustration during the composing process is not limited to stu-

Continued on next page

SHOWING WRITING

Continued from page 1

dents. One of the powers of modeling is that the observer comes to realize that others share the same problem, but by learning new patterns of behavior, the problem can be made manageable.

Before I began my protocol, I explained the strategies I would use and my reasons for using them. This step in modeling is crucial, for the purpose of modeling is to focus the observer's attention on the desired patterns of behavior to be acquired. As Bandura cautions, "Greater performance gains are attained when desired behavior is clearly specified than when it must be inferred from a few examples" (1974:44).

I stressed to Vincente that throughout my writing, I would attempt to develop certain goals and ways of achieving those goals. Before I begin modeling for a student, I explain in simple terms the four goals which Flower and Hayes found attended to by good writers (1980). In preparation for writing, I spend a few minutes considering my reader and what effect I intend to have on that reader, e.g., whether I want to inform, instruct, or persuade the reader. Knowing that Vincente was very interested in my culture, I decided to describe graduation from college as a rite of passage for young adults in the U.S.

Closely tied to this goal is the decision concerning the relationship I want to form with the reader. For this goal, the voice I choose is critical. For instance, do I want to sound like an authority on the topic or an interested person with something to say about the topic? If I choose to be an interested person, as I did with Vincente's topic, I must next decide on the distance I want to establish between the reader and myself. Because I had known and worked with Vincente for some time, I decided against the somewhat formal distance between teacher and student and chose, instead, to write as an older friend to a younger one, keeping in mind not only the differences in our ages, but also the differences in our experiences and our abilities to handle English. With this goal, it is important to remember Flower and Hayes' observation that the writer's choices of tone and diction are usually expressed within the written text and not in conscious statements during the oral protocol (1980:27). For this reason, this goal and how it is reached by the writer must be pointed out to students when we analyze the written text with them.

The third goal is undoubtedly the most difficult, for it involves the creation of *meaning*, "the writer's attempt to build a coherent network of ideas" (Flower and Hayes 1980:28). This goal requires the writer to do such things as explore and test ideas, focus on various aspects of the ideas, consolidate several ideas, and/or form new ideas from old ones. To demonstrate ways to meet this goal, I work through in my protocol one of the devices for generating ideas that I have previously explained to the student.

One such heuristic device which seems to work well with ESL students is a simplified version of Richard Larson's "questioning," a procedure that asks the writer to form questions about the topic, such as what causes it, why it is important, and what can be said in opposition to it (1975). For my topic, "Graduation," I asked such questions as what it is about graduation that makes it a rite of passage, and why we consider this rite of passage important. While I was working with Vincente on his topic, "Spring Break," we considered asking why universities have spring break, and what the effects of spring break are on students.

The fourth goal the writer needs to attend to involves the decisions regarding the conventions and features of the text: whether to use one organizational mode instead of another, to begin with a rhetorical question, or to put a sentence in the passive voice.

The greatest value of modeling for students lies in showing them that the composing process does not consist of four distinct and linear goal-setting steps as described. Rather, students are able to observe the recursiveness of these steps. By observing a modeler and then analyzing the modeled protocol with the generated text, students can see that a writer continuously forms, considers, re-evaluates, mulls over, and revises both the goals and the ideas generated.

The Second Session

In his second protocol, Vincente once again was asked to write on the topic of "Spring Break." This time, however, Vincente spent more time in recursive decision making. He began by thinking about his reader:

> OK . . . maybe she wants an idea about my thoughts . . . my thoughts about . . . she doesn't need to know what I did . . . she is not my mother

and then he set up his goal of comparison, which was more complex than the narrative goal of his first response:

> . . . when we come back from spring break we are . . . they can relax . . . that's wrong . . . because . . . this time they have to do something . . . something . . . something . . . OK . . . spring break . . . I think I can try to say it. . . . The spring break . . . the students can go some place to . . . magical . . . it is magical . . . the spring break has a magical touch . . . it is a result of the . . . we can see the effect. OK . . . I try to make a comparison between the . . . the worker with the . . . work . . . with the worker . . .

One sign of the benefits of our modeling session was Vincente's reluctance to stop writing at the end of the twenty minutes. As his second piece of writing demonstrates, Vincente was "on a roll" with his comparison of school break/work vacation in terms of the benefits to the student/worker (see Appendix). By acquiring planning and inventing strategies, he appeared to be more enthusiastic and confident in his writing. Although he lost the naturalness he exhibited in his first piece of writing, it must be remembered that his second piece was his first attempt at trying out the new patterns of behavior. Like a first-time bicycle rider, a student's response to new writing patterns will initially appear somewhat forced until practice internalizes the behaviors and the student becomes less conscious of making goal decisions.

Although I find modeling to be most successful when working individually with students, I have had good results using modeling with an entire class. In this case, I spend several days preceding the modeling explaining to the students, as I did with Vincente, the patterns of goal-setting they will observe. During the modeling procedure, I tape my thinking-aloud as I write my response on the blackboard. Afterwards, the class and I listen to my procotol, stopping the tape at appropriate times to point out and discuss the various stages of my writing process and how they affected my writing response. This step also mirrors the procedure I use when modeling with students individually. The students are next

Continued on next page

MEET THE EDITORS OF *TN* SUPPLEMENT NO. 1

Ann Raimes (the Editor) is Associate Professor and Coordinator of the Developmental English Program at Hunter College, City University of New York. She is a member of the Editorial Advisory Board of the *TESOL Quarterly* and the author of several articles on the teaching of writing, a classroom textbook *Focus on Composition*, and a book for ESL teachers, *Techniques in Teaching Writing* (Oxford University Press).

Editorial Advisory Board Members:

Gay Brookes is Assistant Professor at Borough of Manhattan Community College, City University of New York. She is the author (with Jean Withrow) of *10 Steps: A Course in Controlled Composition for Beginning and Intermediate ESL Students* (Language Innovations, Inc.), supervises practice teachers at Teachers College, and is currently doing research on the teaching of writing.

Sandra McKay is Associate Professor at San Francisco State University, where she teaches ESL composition and methodology. She is the author of several books, including *Writing for a Specific Purpose* (with Lisa Rosenthal), *Fundamentals of Writing for a Specific Purpose* (Prentice-Hall), and a forthcoming anthology of articles, *Composing in a Second Language* (Newbury House).

Vivian Zamel is Director of the English as a Second Language Program at the University of Massachusetts, Boston. She has published articles concerned with writing research and pedagogy in *TESOL Quarterly* and *English Language Teaching Journal*. She is past-President of MATSOL (Massachusetts Teachers of English to Speakers of Other Languages).

Continued from page 2

asked to write on a topic, making use of the patterns they observed. We then discuss the writings, pointing out the aspects of the texts which indicate goal setting.

In her work with freshman composition students, Muriel Harris found that

> The power of modeling . . . is that it focuses the observer's attention on processes to be used in the act of writing; learning is accomplished by observation or feedback during practice rather than by trial and error (1983:77).

This focus on the process of writing is even more important for ESL composition students. As Taylor points out, in addition to individual language problems, an ESL student "also needs to master the essentially non-linguistic intellectual and cognitive skills which underlie writing" (1981:10). For ESL students, seeing writing is frequently more effective than being told about writing.

In addition to the pedagogical advantages of modeling, there is an important side benefit. Modeling shows our composition students that not only is writing a process, but that writing well is a difficult and time-consuming process. Many times I have struggled with the topics given to me by the students, but as Harris correctly reminds us:

> What better way is there to convince students that writing is a process that requires effort, thought, time, and persistence than to go through all that writing, scratching out, rewriting, and revising with and for our students? (1983:81)

Appendix

A. Session 1: Vincente's writing response

My spring break was a very nice time to do something that I had to do. I moved from the house where I lived to another apartment. The move was very easy because we didn't have furniture. A friend of my sister helped us to do the move. In the days after, I went to some stores to try rent furniture for my apartment. In the rental store I can saw different kind of furniture, but I rented the most beautiful that I saw. Then I looked for the drapes.

B. Session 2: Vincente's writing response

Spring break is an important time in the life of the students because they can relax their minds in this time. After two and a half months of continued studies they have a short time to rest. The spring break has a magical touch for the students. We can see that in the effect of the break. If a man works for 24 hours everyday it is possible that he dies.

REFERENCES

Bandura, Albert. 1974. *Psychological modeling*. New York: Lieber-Atherton.

Flower, Linda, and John R. Hayes. 1980. The cognition of discovery: defining a rhetorical problem. *College Composition and Communication* 31 (1): 21-32.

Harris, Muriel. 1983. Modeling: a process method of teaching. *College English* 45 (1): 74-84.

Larson, Richard L. 1975. Discovery through questioning: a plan for teaching rhetorical invention. In *Contemporary rhetoric: a conceptual background with readings*, W. Ross Winterowd (Ed.), 144-154. New York: Harcourt Brace Jovanovich, Inc.

Taylor, Barry P. 1981. Content and written form: a two-way street. *TESOL Quarterly* 15 (1): 5-13.

About the author: Nancy Pfingstag teaches in the English Language Training Institute at the University of North Carolina at Charlotte. She has published in ***ESL in Higher Education*** and is an active member in NCA/TESOL.

BOOK-MAKING FOR BEGINNING ESL STUDENTS

by **Joan M. Dungey**
Seattle Area Literacy Tutors

Reading experiences correlated with oral work which result in writing events recognize the wholeness of language. Reading and writing are interrelated: people learn to read by reading, to write by writing, and also to read by writing and to write by reading (Goodman and Goodman 1983). Making books gives students writing and reading opportunities that do not exist in published workbooks and encourages growth in all four language skills: listening, speaking, reading, and writing. Book-making also brings students' backgrounds and interests to the language classroom. It lets students discover relationships between language elements in a non-directed, non-linear way; it gives freedom to "explore ideas and thoughts on paper" (Zamel 1983:168). Early natural writing experiences may benefit beginning ESL students just as they do preschoolers writing in their native languages (Goodman and Altwerger 1981; Harste, Burke, and Woodward 1982), giving them the opportunity to practice the intellectual and logical skills that are as much a part of composing as linguistic skills are (Taylor 1976).

I started book-making with ESL students with a ten-year-old Korean girl, Mee Lynn, who could neither speak, read, nor write English. Unreceptive at first to the learning environment, Mee Lynn needed all possible motivators to capture her attention and interest. Although very intelligent, her attention span was short and we had to move rapidly from one activity to another—until we made books!

Mee Lynn had been an abandoned child and grew up in orphanages and foster homes before being adopted by her American parents. Food, as survival, was very important to her. Capitalizing on this interest in food, we began our first book about "Foods." Mee Lynn selected her own material. She cut and pasted pictures of her choice from magazines, categorizing and arranging the pictures in a sequence. I later sewed the pages together and bound them in a decorated cardboard cover to make a professional looking book. This, then, became the teaching tool for learning the names of the foods, orally, put into patterned sentences, such as "Do you like ________?" between Mee Lynn and Philip, an English-speaking ten-year old who served as a peer-tutor. Natural conversation developed as they would discuss special experiences with the foods. By using the book back and forth to practice the names of the foods, Mee Lynn knew all the food names after just two sessions and could make statements and ask questions.

Labeling the pictures in the book was the next step as we began to build a reading vocabulary of words. Since Mee Lynn knew the words in the "Foods" book, it was a logical step to begin to recognize these words in print. Finding the words in a magazine or newspaper gave an added dimension and reinforced her beginning reading skills. Once she had found and had learned to recognize the words, Mee Lynn was eager to use them in a meaningful context; thus, we started with list-making and sentence writing almost from the beginning: "I love ice cream"; "I hate onions."

We continued making new books for new vocabulary topics on special subjects, such as "People," "Signs," "I Like," and "Animals." We saw then that we could make the books for other readers, too. For instance, while looking for pictures of animals, we found a sequence of pictures of birds building a nest, hatching the eggs, and feeding their young, which made a story-book suitable for use in our elementary science program, with all the language, both oral and written, built into that. We now have another beginning ESL student in our class who is busy making her own "Foods" book while Mee Lynn is working on other topics. So, as well as being an author, Mee Lynn has become a peer-tutor as she assists and encourages the other girl to practice language.

From the very beginning, then, ESL students can find in book-making a way to select their own subject matter and to learn not only how to talk to someone about that subject but also how to communicate something of interest to a reader. When writing in a second language is introduced in this way, the students inevitably perceive it as a meaningful communicative activity, and a solid foundation is established for further writing instruction.

REFERENCES

Goodman, Kenneth, and Yetta Goodman. 1983. Reading and writing relationships: pragmatic functions. *Language Arts* 60 (5):590-599.

Goodman, Yetta, and Bess Altwerger. 1981. *Print awareness in pre-school children: a working paper. A study of the development of literacy in preschool children.* Tucson: University of Arizona.

Harste, Jerome, Carolyn Burke and Virginia Woodward. 1982. Children's language and the world: initial encounters with print. In *Reader meets author: bridging the gap: a psycholinguistic and sociolinguistic perspective*, Judith A. Langer and M. Trika Smith-Burke (Eds.), 105-131. Newark, Delaware: International Reading Association.

Taylor, Barry P. 1976. Teaching composition to low-level ESL students. *TESOL Quarterly* 10 (3):309-320.

Zamel, Vivian. 1983. The composing processes of advanced ESL students: six case studies. *TESOL Quarterly* 17 (2):165-187.

About the author: Joan M. Dungey is a consultant for Seattle Area Literacy Tutors and ESL Evaluator for Northshore School District, Bothell, Washington. She is the author of ***Teaching the Bible to ESL Students*** and articles in ***The Reading Teacher*** and ***Teaching English in the Two-Year College***.

AN ESL WRITING WORKSHOP

by Elizabeth Stokes
Hudson County Community College

Current developments in teaching ESL have recently been described in the light of Thomas Kuhn's theory of scientific revolution. Since the mid-1960s the field is seen as in the midst of a paradigm shift "as one conceptual model gives way to another, causing a disorderly proliferation of methods and theories" (Raimes 1983). The teaching of writing has felt the effects of this more than other skill areas. The last decade has seen the decline of the behaviorist approach to language teaching, in which writing was ignored except as a method of transcribing oral sentence structures. It has seen the ascent of communicative approaches to language teaching, which emphasize writing as an expressive skill.

As this shift appeared in language teaching, research observing how native speakers write began to change radically how writing was taught. This research sought to identify the processes that writers go through while practicing their craft, and represented a great change from the traditional approach of examining only the end product of the writing. A pedagogical outcome of this research is the use of writing workshops in classrooms (Graves 1973, 1983). In such workshops students are encouraged to write on topics of their own choice, to examine their own writing processes, and to view their writing as a continuing dialogue between themselves and the emerging text (Murray 1968, 1982a). Students discuss their works-in-progress with one another, not as a means of correcting errors, but as an extension of the dialogue.

Although the methods of teaching writing as a process were initially developed for native speakers, the shift from seeing writing as product to seeing it as process is gradually being adopted by ESL writing theorists and teachers (Zamel 1976, 1983; Taylor 1981). Last spring I established a writing workshop in my six-week ESL class for adult learners with the purpose of observing how activities developed for native speakers would work with second-language speakers. I was also interested in seeing how comfortable I would be with the lack of focus on correcting errors that follows from an emphasis on writing as process rather than product. Bartholomae, who works with basic writers, has written that "certain errors will disappear and others will become less frequent as students simply practice writing" (1979:96). My view was that I would have to look at the writing workshops not primarily as a means of teaching linguistic competence, but as a way of teaching writing: helping students to discover thinking processes, to think of new strategies for expressing ideas through writing. These skills in writing, I thought, would complement my students' increasing ability to express themselves in native-like forms.

When I set up the writing workshop I was guided by the practical instruction of Donald Graves (1983) as well as by the suggestions of Lucy Calkins (personal communication). Although both Graves and Calkins work primarily with children and have focused on developmental aspects in their research, the kinds of activities they advocate for young writers are appropriate for writers of all ages, and indeed have been adopted by teachers of adult learners such as Brannon and Knoblauch (1982), Carnicelli (1980), Elbow (1973, 1981), and Murray (1982a, b). Some of the rationale of the writing workshop and the activities I encouraged are set out below:

1. Structure of the classroom attempts to produce a "studio atmosphere" (Graves 1983:17).
    - I allowed enough time on writing days to let the students feel they had time to accomplish something.
    - I kept the students' writing folders, which included all drafts, topic lists, and whatever else the students chose to keep in them, to be passed out at the beginning of each writing class.
    - I occasionally gave a mini-lesson on topics that I thought would help students to develop their writing strategies. These included a lesson on focusing on a topic; one on the use of time in writing biographies of their fellow students; mini-lessons on revision, editing, and peer editing; and a group composition exercise.
    - I participated in the writing workshops myself and presented my insights and strategies by having my own work read by the other writers.
2. Students connect with their writing if it is personal and interpersonal and when they feel an investment in the subject because it is bringing life content into the writing.
    - Students chose their own topics.
    - I presented some strategic tools for choosing a topic: freewriting (Elbow 1973), thinking about what they have to tell others, and sharing topic ideas in pairs or in small groups.
    - Students kept lists of possible topics in their writing folders (or on sheets of paper) for future use.
3. My job as teacher is to encourage students' autonomy as writers by playing down my role as an "expert."
    - Teacher-student conferences about each student's piece encouraged all the writers to come up with their own ideas for revision and to act on them.
    - Students were the first to speak about the writing, and were encouraged to focus on process as well as content in their writing.
    - I tried to respond to the 'whole' of a student's piece, seeing through the errors and paying attention to what the student was trying to say.
    - I never wrote directly on the students' papers, but attached notes as a way of responding to their pieces.
    - In teacher-student conferences, I tried to provide a model for questions that the students might want to use in their peer conferencing activities.
4. Students should share their writing with others, to hear their readers' reactions and to practice writing as a communicative skill.
    - Peer conferences, in which students read and commented on each other's work, were held after the writing.
    - In early sessions I discussed with the class the types of questions (both content- and process-related) that they might ask, or might want to be asked. Because students tended to focus on content, I found it important to introduce the idea of process conferences, asking how topics were chosen, what the writer planned to do next with the piece, what he or she felt were its strong points, etc. In later sessions the questions became more spontaneous, and this sort of exercise was no longer necessary.
    - At the end of the peer conferencing sessions, a class discussion was held to talk about how they went, and to discuss any interesting or helpful insights that came out of them.

When I established the writing workshop in my class of high intermediate level students, I found that much of the ESL teachers' preoccupation with error had been passed along to students. They expected me to correct their first drafts, and they felt that the quality of a piece was directly a function of the absence of errors. If this sort of product orientation had been

Continued on next page

Continued from page 4

resolved in lower level classes, ideally from the first day in an ESL classroom, it would have made writing a much more enjoyable experience for these students. The first few pieces that were turned back to students without corrections were met with cries of, "How do we know if it's good unless you correct our mistakes?" Teacher-student conferences were filled with tension: I wanted to concentrate on content or process, and they wanted error correction. My explanation that it was not necessary to focus on errors in a first draft, even a demonstration that my own drafts were full of errors, did not entirely lessen the general feeling that I was shirking my responsibility as a teacher by not paying close attention to their errors.

At this stage, the peer conferences came to my rescue. From the beginning, the students were enthusiastic about discussing their writing in groups of three or four. The tape recordings of these sessions show how they griped about the strange methods of the teacher:

S1: I prefer the teacher to put the correction here because you don't know if it's good, it's . . .

S2: You do not know whether it is right or wrong—it is better for her to make the corrections, sometimes.

S1: Sometimes, yes.

They also shared something with each other that I could not demonstrate or share: the feelings and strategies common to students writing in a new language. Having peers read their pieces let them know if their writing was comprehensible, if it was of interest to others, and if they had difficulties in common which they could work together to solve.

S1: I try to write only in English. I do not want to write in French and translate in English because sometimes there are some words in French and I cannot find the equivalent in English. So it is better that I think in English and write in English.

S2: Yes. For me it is difficult to think in English. I think an idea in my own language, and after I think in English, but the idea is in Spanish.

This excerpt is from an early session, and already the students are discussing not only their writing, but the process that produced it. As the course progressed, they continued to have conferences among themselves. In addition to discussing process, the students discussed content and meaning without focusing on errors, which they felt unable to perceive in any case.

After several weeks of peer conferences, I noticed a change in the teacher-student conferences. The students seemed much more prepared to discuss how they came to write their pieces, and what they planned to do next with them. Often a student would mention ideas for revision that had been generated during the peer sessions. Instead of the drawn-out, painful conferences which had been the norm a few weeks earlier, the student-teacher sessions became short reports in which the students took the initiative in the discussion. This does not mean that they no longer were concerned by the errors they produced in their writing. When they discussed a piece, they invariably expressed the concern that the language used did not adequately express the meaning intended. This is an active approach to the problem, however, and one which prompts discussion of alternative ways of expressing ideas. As one student reported to the group, the teacher-student conference "tries to make me see how I can correct my mistakes myself." The student's emphasis shifted. She was less concerned with the errors she produced and more aware of her ability to revise them.

In addition to examining the in-class workshops as documentation of how students are moving from a product to a process orientation, I interviewed two of the students about how they wrote outside the classroom setting. Both students have become prolific writers, producing pieces at home which they bring into class to discuss with their peers, as well as with me. I was especially interested to hear that both students show their writing to family members as they write and revise. In both cases, these family members are not especially proficient in English, so they almost never discuss the correctness of the language in the pieces. Instead, the students ask for reactions to the content of the topics they have chosen. Clearly, sharing writing is an important strategy for these students.

The main conclusion I can now draw about using a writing workshop in an ESL class is that peer conferences and the discussion of writing experiences among students are the parts of the workshop that should be stressed. They produced in my class the following behaviors that are desirable in any ESL classroom:

- student to student interaction: the teacher was a participant, rather than a dominating presence in the classroom;
- verbalization of thinking processes: students articulated a much clearer idea of what they were trying to say;
- introduction of life content into the classroom: after only a few weeks all of the workshop participants had learned far more about each other by writing on topics of their own choice, making the classroom a livelier place;
- recognition of difficulties common to students in L2 writing: by recognizing common difficulties students were led to explore ways of dealing with them.

REFERENCES

Bartholomae, David. 1979. Teaching basic writing: an alternative to basic skills. *Journal of Basic Writing* 2 (2):85-109.

Brannon, Lil, and C. H. Knoblauch. 1982. On students' rights to their own texts: a model of teacher response. *College Composition and Communication* 33 (2):157-166.

Carnicelli, Thomas. 1980. The writing conference: a one-to-one conversation. In *Eight approaches to teaching composition*, Donovan and McClelland (Eds.). Urbana, Illinois: National Council of Teachers of English.

Elbow, Peter. 1973. *Writing without teachers*. New York: Oxford University Press.

Elbow, Peter. 1981. *Writing with power*. New York: Oxford University Press.

Graves, Donald H. 1973. An examination of the writing processes of seven-year-old children. *Research on the Teaching of English* 3(9):227-241.

Graves, Donald H. 1983. *Writing: children and teachers at work*. Exeter, NH: Heinemann Educational Books.

Murray, Donald M. 1968. *A writer teaches writing*. Boston: Houghton-Mifflin.

Murray, Donald M. 1982a. *Learning by teaching*. Montclair, NJ: Boynton/Cook Publishing Company.

Murray, Donald M. 1982b. Teaching the other self: the writer's first reader. *College Composition and Communication* 33(2):140-147.

Raimes, Ann. 1983. Tradition and revolution in ESL teaching. Paper presented at the 17th Annual TESOL Convention, Toronto, March 15-20, 1983.

Taylor, Barry. 1981. Content and written form: a two-way street. *TESOL Quarterly* 15(1):5-13.

Zamel, Vivian. 1976. Teaching composition in the ESL classroom: what we can learn from research in the teaching of English. *TESOL Quarterly* 10 (1):67-74.

Zamel, Vivian. 1983. The composing processes of advanced ESL students: six case studies. *TESOL Quarterly* 17(2):165-187.

About the author: Elizabeth Stokes completed her M.A. in TESOL at Teachers College, Columbia University in 1983. She is teaching ESL in a bilingual program at Hudson County Community College, New Jersey.

What Our Students Say about Writing

When I write a composition, I do not think about any method. First I write an introduction, my general thoughts (if there are any) about the topic, or one thought which I try to continue into another paragraph. Then I write a conclusion which I could probably put instead of an introduction. No, I am not satisfied with my method.

Russian

When I saw my writing printed and as my colleagues read I was looking at their expressions I felt great. I thought that I was hiding something good in me and I should let them know.

Spanish

CONNECTING IDEAS IN ESL WRITING

by **Judith Wrase**
Dundalk Community College

Learners of English as a second language have often become proficient in speaking but still have difficulty writing English clearly and relatively freely. In many ways they are like the basic writers that Shaughnessy describes (1977): they have difficulty using structures that connect and focus their ideas in written sentences. These structures are called "consolidation" structures by Shaughnessy, and exercises to teach them are called sentence combining exercises by many textbooks. ESL writers, like other inexperienced writers described by Shaughnessy, are not likely to have a command of the structures needed for "consolidation." They may use coordination extensively without even considering the use of another consolidation structure such as subordination or juxtaposition. Yet one of the characteristics of written discourse is its higher degree of embedded structures such as relative clauses (Chafe 1982) and dependent clauses in general (O'Donnell 1974). Like basic writers, ESL writers also have little sense of the process of writing; Shaughnessy describes the way "the beginning writer does not know how writers behave" (1977:79).

Many current books that contain sentence combining exercises using coordination and subordination never take the important step of applying the exercises to students' own writing. None incorporates combining sentences and ideas into the process of writing. This paper presents a way of teaching consolidation structures to ESL writers and transferring the structures to their own writing immediately during the revision stages in the process of writing.

The different structures and the process of writing are taught to advanced ESL students in a semester course that prepares them to enroll in freshman composition at an urban community college. The course emphasizes sentence and paragraph writing.

The units on combining sentences which I deliberately call "Connecting Your Ideas" begin with a class discussion of the three following paragraphs. (My thanks to a former colleague in Missouri who gave me this exercise ten years ago.)

(1) Once there were many carousels in the United States. (2) Hundreds of towns and cities had them. (3) They delighted children. (4) Now there are fewer than 100 left. (5) The carousels are old and costly. (6) So amusement parks have been replacing them. (7) They use modern rides instead. (8) These rides are made of plastic and aluminum. (9) That makes them peppier and easier to maintain. (10) Meanwhile, the carousels are chopped up. (11) Their horses are turned into bar stools. (12) Their heads are cut from their bodies. (13) The carved wooden animals are sold to antique dealers.

(1) Once there were many carousels in the United States, and (2) hundreds of towns and cities had them. (3) They delighted children, but (4) now there are fewer than 100 left, and (5) they are old and costly, and so (6) amusement parks have been replacing them with (7) modern rides. (8) These rides are made of plastic and aluminum, and (9) that makes them peppier and easier to maintain, but meanwhile (10) the carousels are chopped up and (11) their horses are turned into bar stools and (12) their heads are cut from their bodies, and (13) the carved wooden animals are sold to antique dealers.

Although (3) they were once a children's delight in (2) hundreds of towns and cities,

Continued on next page

Write ABOUT...

Intermediate Writing Activities by Cullup, Pavlik & Wolff

Your colleagues say:

"An innovative ESL text..."
"Up-to-date topics..."
"Our instructors are very pleased..."
"Useful vocabulary..."
"The format is clear..."
"Great! Different and yet controlled..."
"Each page is useful..."
"Teacher's notes are helpful..."
"Logically arranged from easy to difficult..."
"Variety to maintain interest..."
"I like the great number of possible assignments..."
"An excellent text..."

WRITE ABOUT...can be used on its own—or in conjunction with any other ESL text—and provides a complete, flexible range of illustrated writing activities for the intermediate ESL student.

Contact us for an examination copy of WRITE ABOUT...today!

Roger Hooper ESL Product Manager
Heinle & Heinle Publishers
286 Congress St.
Boston, MA 02210 USA (617) 451-1940

Heinle & Heinle is the publisher of **NEW INTERCOM** Books 1-4!

Continued from page 6

> carousels (1) in the United States (4) now number fewer than 100. (6) Amusement parks have been replacing these (5) costly old merry-go-rounds with (7) modern (8) plastic and aluminum rides that (9) are both peppier and easier to maintain. (10) The carousels, meanwhile, are chopped up, (11) their horses turned into bar stools, (12) heads cut from bodies, and (13) carved wooden animals sold to antique dealers.
>
> Adapted from *Time* (Nov. 19, 1973), p. 18

In answer to the questions "Which reads better? Why?" nearly everyone favors the third passage for reasons such as its smoothness and clarity. The numbers within the paragraphs help the class see that each includes the same ideas. The class discussion helps everyone see that the differences lie in the ways the sentences have been structured. For the rest of the semester the class learns and practices the following ways of connecting ideas:

1. embedding words within a sentence

   The tall tree was blown down. It was old. → The tall old tree was blown down.
2. coordination using *and, but, so, or, yet*
3. embedding with relative pronouns
4. embedded questions

   I'd like to know *who he is*. I'd like to know *if you want to go*.
5. embedded sentences with optional or obligatory *that* and optional or obligatory object

   I guess (that) you are right.
   He wrote (me) (that) he is going to Syracuse.
   You pointed out (to me) that ideas can be combined.
   You told me (that) you will do it.
6. *-ing* and *-ed* constructions

   Worried/worrying about his cold, John called his doctor.
   John, worried/worrying about his cold, called his doctor.
   *John called his doctor, worried/worrying about his cold. (ungrammatical)
7. subordination using subordinating conjunctions
8. sentence connectors or transitions such as *however, consequently*, etc.

Each structure or way of connecting ideas is presented in the following sequence, leading to immediate application to students' own writing. The unit on subordination is used as an example.

1. A discussion of the meanings or relationships of any special connecting words

While students may use some of the words when speaking, they may not know the full range of meanings and the full range of synonyms that might be used. In the subordination unit, students are given a list of subordinating conjunctions and phrases ordered by relationship: time, condition, contrast, concession, manner, cause, and purpose. Each group contains sample sentences. Rather than reproduce the list, I refer you to a similar one in Frank (1972). After a brief discussion of the kinds of relationships involved, the class looks at individual items on the list. The list itself and the sample sentences, however, merely begin to introduce the meanings and relationships; a student's choice in his own writing depends on the semantic context.

2. An exercise asking students to fill in a correct connecting word

This exercise can be prefaced by some statements about the uses of the structure. For example, the exercise for subordination reads:

> You can affect the meaning of your sentence by using subordinating words. The idea you put *after* the subordinating word or words is less important than the idea in the main sentence.
>
> Examples:
>
> Although it was expensive,
> *Marilyn bought the coat.*
>
> *Marilyn bought the coat*
> although it was expensive.
>
> The idea after *although* is less important; it is the dependent idea. Notice that it can come before or after the independent idea.
>
> *Directions*: Write an appropriate subordinating word or words in the blank. Underline the independent sentence.
>
> 1. ______________ he played basketball, he felt good.
> 2. They stayed home ______________ it was snowing.

In order to do this exercise, students must determine the meaning relationship and choose an appropriate subordinating word or phrase. In going over the exercise in class, we are able to distinguish fine differences in meaning or level of formality between the conjunctions that show a similar meaning relationship.

3. An exercise asking students to complete sentences

In this kind of completion exercise, students must understand the meaning of one part of the sentence and then write another sentence that fits and completes the other part. The unit on subordination begins:

> *Directions*: In the blank write a sentence that is connected in meaning to the other sentence. Underline the independent sentence.
>
> 1. Because we are from Vietnam, ______________
> ______________
> 2. After ______________, Sue and I talked about money.

The exercise continues to focus on the emphasis of the previous exercise: the meanings of the conjunctions and an understanding of independent vs. dependent ideas. Invariably some students complete the second sentence with a noun phrase or a verbal: *After dinner* or *After eating dinner*. We then talk about the fact that many words can have different functions in different sentences and that we are currently looking at these words as they are used to connect complete sentences.

4. An explanation of comma punctuation with the structure and a brief exercise

Many, perhaps most, uses of commas within sentences depend on the structure of the sentences. In the subordination unit, students are asked to make their own generalization about commas because the "rule" is clearcut and because they have already worked through other ways of connecting and using commas.

> *Directions*: After finishing the exercises above, look at the sentences carefully. Circle the commas. Notice that sometimes you use a comma and sometimes you don't.
>
> When do you use commas with subordinating words? Write your own rule below. (HINT: Notice the relationship of the dependent idea to the independent idea.)

Students usually note that sometimes the dependent idea is first while at other times the independent idea is. However, some generalize the rule incompletely by saying, "Don't use a comma in front of a subordinating conjunction," missing the instances when a comma is used. Others correctly observe that the comma is used at the end of the dependent idea when it begins the sentence. No comma is used when the dependent idea ends the sentence. The key is the location of the dependent idea in relation to the independent idea.

5. A sentence combining exercise

A sentence combining exercise asks students to determine the meaning relationships, choose an appropriate way of connecting, rewrite the sentence, and punctuate it correctly. The first combining exercise in the course has the typical linear format seen in many books on sentence combining:

> 1. I bought a vacuum cleaner.
> 2. It is new.
> 3. I bought it at a store.

Beginning with unit 2, this format is deliberately abandoned because students are expected to apply the structures to their own writing; no one writes a rough draft in numbered lines. In units 2-5, pairs of sentences are listed thus:

> Last week the Morrells had a visitor at their house. They didn't know him very well.

In units 7-8 the sentences create a short discourse. Often the exercise is a paragraph from a student paper, with any errors included. Students are asked to rewrite the paragraph, connecting the ideas and using subordination where possible.

6. A public posting of the sentence combining exercise

When students come to class with their finished combining exercise, they choose a certain number of their best sentences (usually one-third of the total) and write their chosen sentences *in large letters* on huge pieces of newsprint. All the number

Continued on next page

CONNECTING IDEAS

Continued from page 7

1's from the exercise go on one sheet, all the number 2's on another, and so on. For a longer piece of discourse they write one-third of it on a single newsprint sheet. Then they hang all the sheets on the walls with masking tape.

This exercise, besides providing a break in activities in class, allows students to choose their own best work, write it legibly, and remain anonymous as writers of the sentences. Most important is the fact that they are able to see other ways of connecting the ideas. We usually get into long discussions about the differences in sentence emphasis that result from the combiner's choice of ways. They point out ambiguities and punctuation errors, yet no one student needs to feel singled out. In the subordination unit with its short discourse, we also discuss the fact that using too much subordination can become just as tedious as the overuse of *and* in the second passage about the carousels above.

7. Application to a rough draft of their own

A note of caution seems necessary here. Combining exercises by themselves can often lead students to believe that good writing is only good combining. As one Korean student majoring in chemistry told me, "These exercises are like chemical formulas." However, good writing is also good content. In other words, good writing is having something to write and writing it to someone for a reason; good writing is achieving the purpose with the reader. In fact, knowing the purpose often helps a student choose appropriate ways to connect ideas once they have been worked out. Being able to combine sentences and connect ideas will ensure that the piece of writing will be read with the clarity and emphasis intended by the writer.

So the immediate application of these combining exercises to a rough draft of the students' own is vital. Students need to see how they can use each method in their own writing in order to begin using all the structures with ease. This is the step that ties the structures with the process of writing. Connecting ideas is part of the revision of the rough draft. To reach the revision stage, each student has gone through a guided process of exploring possible topics, choosing one, brainstorming ideas, organizing the ideas, and writing one or more rough drafts. Only *then* do we begin to rework the sentences with the intent of connecting ideas for emphasis and clarity. If they prematurely try to write "perfect" sentences and paragraphs at the same time that they are still struggling with the ideas behind the sentences, the result is quite often an emphasis on "correct" sentences rather than on developing the content of the sentences.

At this stage students are asked to take out their recent rough draft in class. They reexamine their own writing for possible places to use the structure under discussion while I wander around the room, looking with them. In the subordination unit they are encouraged to look for meaning relationships and to look at the semantic context. Students then rewrite their drafts at home using as many of the different connecting methods as they can. Part of my comments on individual papers addresses each student's use of different methods and suggests other possibilities as well.

Conclusion

By the end of the course the students are expected to use and generally are able to use all the different ways of connecting their ideas. They know the meanings of specific connecting words and phrases. They are able to write paragraphs, using the different ways in order to achieve clarity and intended emphasis. Usually they are able to express the same idea in different ways. Ideally they have become more at ease in writing the structures now that they know how to use them and have practiced using them. Most important, they know the appropriate time to begin connecting their ideas—after they have worked through the content of the ideas.

REFERENCES

Chafe, Wallace. 1982. Integration and involvement in speaking, writing, and oral literature. In *Spoken and written language*, Deborah Tannen (Ed.), 35-53. Norwood, New Jersey: Ablex.

Frank, Marcella. 1972. *Modern English: part II, sentences and complex structures*. Englewood Cliffs, New Jersey: Prentice-Hall.

O'Donnell, Roy C. 1974. Syntactic differences between speech and writing. *American Speech* 49 (2):102-110.

Shaughnessy, Mina. 1977. *Errors and expectations*. New York: Oxford University Press.

About the author: Judith Wrase, an Associate Professor of English at Dundalk Community College, Maryland, has taught writing to native and non-native writers since 1970. She is currently First Vice-President of the Baltimore Area TESOL.

KEEP YOUR EYE ON HOLT FOR ESL COMPOSITION TEXTS!

Robert G. Bander...

American English Rhetoric, Third Edition
1983, 370 pages, paper, ISBN 0-03-061066-4
From Sentence to Paragraph
1980, 248 pages, paper, ISBN 0-03-045641-X
Sentence Making
1982, 335 pages, paper, ISBN 0-03-050631-X

Susan S. Johnston, and Jean Zukowski/Faust, both of the University of Arizona...

Keys to Composition
1981, 280 pages, paper, ISBN 0-03-057978-3

Nancy Duke S. Lay, The City College of New York...

Making the Most of English: An Intermediate Reading-Writing Text for ESL Students
1983, 214 pages, paper, ISBN 0-03-058283-0

Alice Maclin, Dekalb Community College...

A Reference Guide to English
1981, 405 pages, paper, ISBN 0-03-053226-4

...AND READERS TO COMPLEMENT YOUR COURSE

Ackert – **Insights and Ideas: A Beginning Reader for Students of English as a Second Language**
1982, 219 pages, paper, ISBN 0-03-058322-5

NEW! Neufeld – **25 Strategies: Reading Skills for Intermediate-Advanced Students of English as a Second Language**
1984, 400 pages (approx.), paper, ISBN 0-03-059943-1

NEW! Povey – **Literature for Discussion: A Reader for Advanced Students of English as a Second Language**
1984, 179 pages, paper, ISBN 0-03-063868-2

Zukowski/Faust-Johnston-Atkinson-Templin – **In Context: Reading Skills for Intermediate Students of English as a Second Language**
1982, 246 pages, paper, ISBN 0-03-058286-5

Zukowski/Faust-Johnston-Atkinson – **Between the Lines: Reading Skills for Intermediate-Advanced Students of English as a Second Language**
1983, 264 pages, paper, ISBN 0-03-059601-7

HOW TO ORDER

For examination copies, please contact your local Holt, Rinehart and Winston sales representative or write on your college letterhead to Patricia Murphree, Dept. 1112.
HOLT, RINEHART AND WINSTON
P.O. Box 36, Lavallette, N.J. 08735
Include your course title, enrollment, and text currently in use. To expedite shipping please include the ISBN (International Standard Book Number) for each item requested.
1112 4142 3

FROM TOPIC TO FINAL PAPER: A RHETORICAL APPROACH

by Christine S. de Alvarado
University of Panama

Rhetoric in speech is often considered speaking to persuade; in composition, it is considered organizing ideas in a text. Both speech and composition are rhetorical in that the speaker/writer makes the message as comprehensible as possible to the listener/reader. This means taking into account the whole situation, including cultural and physical context, purpose, and above all, the listener/reader (Brockriede 1978). In fact, it is the preoccupation with the perceived needs of the listener/reader in a particular situation that makes a language act rhetorical.

In ESL and EFL conversation classes, rhetoric is practiced when students engage in situational role-play and task-oriented group activities. To communicate effectively, students learn to adjust what they say and how they say it to their listeners and the situation.

In writing classes, however, rhetoric is often limited to exercises in organization using model paragraphs and cohesive devices. Such practice paragraphs easily become the end product instead of the means to communicate something to someone. But students can be taught to use knowledge of the reader and situation (real or imaginary) to guide their writing from the very beginning of the process. Correctly deciding what background information to include, what to define and exemplify, and what to assume as understood is the basis for coherent written communication (Carrell 1982:486-487).

In the composition classroom, we can provide activities that lead students towards real communication by emphasizing the rhetorical nature of writing while reinforcing that of speaking. These activities give students opportunities to communicate with a reader by writing in simulated situations, in the way that role-playing activities provide the impetus for students to communicate by speaking. In addition, the directions given at stages of the writing process encourage students to communicate with listeners by having them confer and make joint decisions in shaping a piece of writing. To be effective, the activities should integrate all the steps from topic to final copy in a unified process that permits the students to determine the results. Throughout the process, then, students use English as a tool for communication with others (Widdowson 1978:16.)

The technique described below provides one such activity by employing a rhetorical approach to both writing and speaking. The rhetoric of writing is practiced consciously in a simulated situation. Students as a group plan a composition taking reader and situation into account for decisions about the level of generalization, selection of relevant information, and organization of this information.

At the same time, the rhetorical act of speaking is practiced unconsciously in real classroom discussion. To plan the paragraph together, students must interact. They explain and defend their opinions, discuss options, and reach consensus. They adjust their speech for the maximum effect on their listeners—their fellow students—in the problem-solving situation at hand.

The Technique

This technique was recently used with a low-intermediate EFL composition class at the University of Panama. It guides students through a series of steps from topic to final composition. The first two steps, general topic exploration and definition of the situation, are given to provide some initial direction. From this point on, students work together to resolve the problems that arise at each step. Teacher guidance is limited to announcing each step and asking questions to clarify or otherwise aid the discussion. Since natural student interaction is a crucial part of the activity, the students' reactions will be described at each step.

Step One: Exploring the General Topic

Students were asked to write a one-page paragraph about food. The passages which resulted were very broad in scope, but without any knowledge of the situation and the reader, the students had no criteria with which to narrow the focus. After discussion, they asked for more information.

Step Two: Defining the Situation and the Reader

After discussing and listing some possible reasons for writing about food for specific potential readers, the students decided that they would imagine they were foreigners studying in an American university; the editor of the student newspaper had asked them for a short article about food. The readers would, therefore, be mostly American teachers and students unfamiliar with Panamanian food.

Here students tried to imagine more specific aspects of the topic that might interest American readers.

Step Three: Narrowing the Topic Vertically—Level of Generalization

With the previous discussion in mind, students made a list of subtopics from general to specific.

Food in Panama
Food produced in Panama
Food consumed in Panama
Typical food of Panama
Regional food of Panama

As the writers were pretending to be foreign students in the United States and the readers would be American, the situation indicated that the readers would be interested in something typical of Panama not common elsewhere. Students easily agreed that the fourth topic, "Typical food of Panama," would be the most interesting and informative for American readers.

Step Four: Narrowing the Topic Horizontally—Type of Organization

At this step, the students, not constrained to follow a predetermined pattern of development, considered some possible methods of organization: preparation of a typical dish (process), origins of typical cooking in Panama (historical development), typical dishes of Panama (examples), and typical food of Panama and the U.S. (contrast-comparison). They used purpose and reader as their criteria for selecting one of the four they discussed.

The organization selected would depend not only on what the students wanted to say, but also on the way that would be most easily understood by the readers. The students decided that a description of the process or of historical development would be more appropriate for native Panamanian readers well acquainted with a variety of typical dishes or for longer articles where a lot of background information could be presented. But since the purpose here was to give a brief idea of typical Panamanian food, the students decided, after some lively discussion, that a composition with several examples would give Americans the clearest picture.

Step Five: Selecting Information

The best way to begin step five was to list examples of typical dishes. Students listed fifteen in all. The first decision to be made was whether to include all or most of the examples, or to limit them to a few. It was agreed that since most names of typical dishes were unknown to Americans, listing all the examples would be meaningless.

Then, the choice to limit the examples to a few led to another problem—which examples to accept, which to reject, and on what basis. A few dishes, such as *tortillas* and *tamales*, were rejected as they are common to and perhaps more representative of other areas. Other dishes were not considered represesentative because they were too specific to certain regions.

The remaining examples showed some similarities. Several were made with rice; others with plantains— hardly surprising, since these are two staple foods in Panama. As there was no point in selecting three rice dishes to the exclusion of all other types of food, students decided that one rice dish could exemplify all the variations. The same was decided for plantains.

The students had decided to include three examples in their short article; however, they had some difficulty choosing

Continued on next page

A RHETORICAL APPROACH

Continued from page 9

the third. They made suggestions, gave reasons, and debated enthusiastically. The selection of *sancocho*, a typical soup dish, rested on the argument that it was popular throughout the country, it was made with native plants and roots, and above all, it would complement the other two dishes. The result would be a complete, balanced meal. Adding a typical drink, *chicha*, made with native fruit and unrefined cane sugar, would give the Americans an excellent idea of a typical Panamanian meal.

Step Six: Ordering Examples and Details (the outline) and Writing a Draft

Students, again not bound to a textbook model, found their own basis for organizing the material. They agreed that the logical order for the reader was the order in which the dishes were served. For uniformity, the information included to describe each dish would be parallel: kind of dish (soup, main dish or side dish) and principal ingredients. A description of the typical drink would round out the article in the concluding statements.

For this step, once students agreed on a logical order for arranging the examples, they reached a consensus on type and order of details with few problems. Then they worked alone, both in class and at home, on assembling all the material they had gathered into a rough draft.

Step Seven: Revising the Rough Draft

After writing the rough drafts individually, students came together to revise and correct them. First, each student reviewed the draft against a list of questions prepared by the instructor, which stressed the reader's point of view. The questions included the following:

> Do you know from the beginning that you are reading about a complete, typical Panamanian meal?
>
> Do you have enough pertinent information to understand each dish? Do you know *sancocho* is a soup and plantains are a side dish?
>
> Do you recognize the logical order of the examples? Can you visualize the meal?

After revising their own papers, students in pairs checked each other's paper against the questions. Then each pair discussed the strong and weak parts of both drafts. When in doubt, they consulted with the teacher. Finally, students revised the rough draft and wrote the final copy.

Step Eight: Preparing the Final Copy

Once the final copy was ready, students were given fifteen minutes to exchange compositions and to read as many other papers as possible. In a final group discussion, students mentioned the strengths and weaknesses they most often encountered in their reading. Finally, students handed in their papers and concluded with an evaluation of the activity itself.

The step-by-step activities in this technique have several advantages. First of all, while the writing purpose is simulated, the speaking activity is unquestionably real. Purposeful communication occurs as students plan together the best way to structure a piece of writing for a specific reader. In this way, students practice rhetoric in both speaking and writing in one activity. Students learn from each other as they discuss. They hear new ideas, vocabulary, and sentence structures. In addition, they enjoy applying their skill and imagination in a group task. Most important, lively discussion of purpose and audience enables the student writer to see composition writing as a truly rhetorical and meaningful activity.

REFERENCES

Brockriede, Wayne. 1978. Dimensions of the concept of rhetoric. Cited in *Theories of human communication*, Stephen W. Littlejohn, 162-163. Columbus, Ohio: Charles E. Merrill Publishing Company.

Carrell, Patricia L. 1982. Cohesion is not coherence. *TESOL Quarterly* 16(4) 479-488.

Widdowson, H.G. 1978. *Teaching language as communication*. Oxford: Oxford University Press.

About the author: Christine S. de Alvarado has lived and taught in Latin America since 1970. She is an instructor at the University of Panama and has published articles in *English Teaching Forum* and the *TESOL Newsletter*.

Oxford presents Ann Raimes on writing

FOCUS ON COMPOSITION
Ann Raimes

For the student...

FOCUS ON COMPOSITION

This unique composition book, now a classic in the field, stimulates students to:

- *discuss their own ideas and express them in writing*
- *edit their own writing for correct syntax*
- *focus on areas of grammar and rhetoric they need*

For the teacher...

NEW!

TECHNIQUES IN TEACHING WRITING

The author of Focus on Composition *shows teachers how to:*

- *stimulate student writing through pictures, readings, discussions*
- *respond to student writing as a form of communication*
- *selectively respond to student errors*
- *identify and teach rhetorical and grammatical skills*

Oxford University Press • 200 Madison Avenue, New York, New York 10016

PEER EDITING AND WRITING SUCCESS

by **Joan Ross Keyes**
Port Washington Public Schools

My students' compositions are so special for me that I always save them for a quiet time in the evening when I can be by myself to read and relish every last (even if incorrect) word. This used to be a selfish one-to-one relationship. I alone received the gift of each student's wondrous life experiences in exchange for my editing knowledge. Then I decided that we could all learn from these experiences, so, on the theory that talking things out is vital to the learning process and can be channeled towards writing improvement, we changed our ways. It has made all the difference.

Whenever I used to assign an essay for homework, my Junior High ESL students groaned loud and long. Now, although they may give a token "ugh!", they are off and running before they are even out of the classroom. There is an undercurrent of something close to eager anticipation: "Can I be first tomorrow?" . . . "I've got a great idea!" . . . "Wait till you hear my first sentence!".

The essay assignment is twofold: first the usual written essay, and then a five-minute oral presentation of that essay to the class, with the other students acting as peer editors. These are the four steps we follow:

1. **The student writes the title of the essay on the board.** This is where peer editing begins. The class quickly corrects any mistakes in capitalization or spelling. The students also give opinions on the length and the strength of the title, but reserve final judgment until the presentation is completed.

2. **The student reads the introductory sentence.** If there are problems with this sentence, the student reads the second and maybe the third sentence. Usually one of these would make an ideal first sentence.

In the classroom one day Makoto was giving his oral presentation. He had already read "My grandfather is a farmer. He lives in Totsutori, Japan" . . . and he was continuing on with the rest of his paragraph: "He has a rectangular face and white hair. His back is bent a little because he has lifted too many watermelons . . ." "That's it!" one of the peer editors interrupted (politely). "That's a great first sentence!" The rest of the class agreed unanimously. And so Makoto had a new beginning:"My grandfather's back is bent a little because he has lifted too many watermelons in his lifetime." I defy any reader not to read on!

If, after reviewing the entire first paragraph, no suitable introductory sentence appears, the class may suggest sentences, or I may demonstrate techniques for combining or re-phrasing sentences that are already there. As the students progress, they also make editing suggestions.

3. **The student tells in four or five sentences** (no reading) **what the essay is about**. Peer editors may ask questions about certain points of interest, sometimes leading the presenter to really warm up to the subject and relate wonderful anecdotes. I try to jot these down for later addition to the original essay.

Thuan had just finished describing his escape from Vietnam in a boatload of 500 people. The boat struck a reef which tore a huge hole in the bottom. "Why didn't the boat sink then with so many people on it?" one of the students asked. "Half of us had to get out into the water . . . we took turns every four hours." Thuan realized from the gasps of his audience that he should have included this in his account.

Sometimes it is obvious that an essay is poorly organized. If this is the case, the student reads a paragraph or two, and I outline on the board what information each sentence contains. This gives a graphic picture of the essay, and the student can really see which sentences deal with the same information and should be placed together, which sentences naturally group themselves into a paragraph and which do not belong. This technique can also discourage "step by step" writers from too much verbiage (I went to the door. I opened the door. I walked out the door.") Peer editors can help by suggesting what is interesting to them, discarding unnecessary and uninteresting statements.

4. **The student reads the concluding sentence.** Endings are difficult. They should leave you with a special feeling, a twist, a surprise, something a little different. This is very hard for teachers to explain and students to understand. "I couldn't think up an ending. I'll listen to the others, and maybe I'll get an idea." These comments came from a student who had written about how, in her own country, she had received harsh treatment from her teachers and so was taken out of school by her grandfather. "How did you feel not going to school?" one of the peer editors asked. "It was hard for me to know nothing", came the reply—and then a delighted squeal, "Oh! That's my ending!"

Good concluding sentences often just seem to happen. One of my favorites is this from fifteen-year-old Hao, writing about his grandmother who had recently died: "Old people like my grandma are

Continued on next page

THE EDITORS' CHOICES OF BOOKS AND JOURNALS

Two Journals

College Composition and Communication (available through National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801)

Journal of Basic Writing (available through the Instructional Resource Center, 535 East 80th Street, New York, N.Y. 10021)

Ten Books

Byrne, Donn. 1979. *Teaching writing skills*. London: Longman.
(Writing activities for ESL students)

Cooper, Charles, and Lee Odell (Eds.). 1978. *Research on composing*. Urbana, Illinois: National Council of Teachers of English.
(Survey of recent research into native speaker composing)

Elbow, Peter. 1981. *Writing with power: techniques for mastering the writing process*. New York: Oxford University Press.
(A practical handbook for writers, following his "writing without teachers" approach)

Freedman, Aviva, Ian Pringle, and Janice Yalden (Eds.). 1983. *Learning to write: first language/second language*. London: Longman.
(A collection of papers dealing with both L1 and L2 writing)

Graves, Donald H. 1983. *Writing: children and teachers at work*. Exeter, New Hampshire: Heinemann Educational Books.
(Practical suggestions for teaching writing and working on your own writing)

Murray, Donald M. 1982. *Learning by teaching*. Upper Montclair, New Jersey: Boynton/Cook.
(Collection of essays of writer and writing teacher)

Raimes, Ann. 1983. *Techniques in teaching writing*. New York: Oxford University Press.
(Classroom writing activities for ESL students—all levels)

Shaughnessy, Mina P. 1977. *Errors and expectations*. New York: Oxford University Press.
(Thorough analysis of errors of native speaker "basic writers" and techniques to deal with them)

Smith, Frank. 1982. *Writing and the writer*. New York: Holt, Rinehart and Winston.
(Explores the psychology of the act of writing)

Tate, Gary, and Edward P.J. Corbett (Eds.). 1981. *The writing teacher's sourcebook*. New York: Oxford University Press.
(Anthology of articles on the teaching of writing)

The Two Dreams of Ahmed Fu-Chin Sanchez

by **Lionel Menasche**
University of Pittsburgh

(His friends call him "AFS"; a professor once called him the archetypal foreign student. In his first term at an American college, AFS was assigned a research paper for his course in . . .)

First Dream

I was in a very tall, dark grey building. It looked like a cathedral but it was a college building. I had to go to the forty-second floor to hand in my research paper to the professor. I felt weak, sick, and exhausted from lack of sleep and weeks of anxiety. I knew my paper was a terrible piece of work—the first one I had written in English. I was half-dead but I staggered towards the elevator. How strange! It was filled with happy students carrying research papers. Their foreheads all had ENGLISH ENGLISH written on them. Out of their mouths came rapid streams of words that they all easily understood. It was harsh music to my ears. They smiled such happy smiles at me that I became more and more depressed. I suddenly felt scared and ran out as the doors closed. I made for the stairs. Only forty-two flights! The walls shook slightly as I started up the first staircase. They began to shake more and more as I went higher. Strange and ominous English words were written on the walls. It grew darker and darker as I went further up. The walls shook violently. My knees shook violently. My heart shook violently. I wished I was back in my own country, in my own school in my little home town, in my own lovely language. I kept going and dragged myself into the lobby of the forty-second floor. There was the professor taking in papers. He looked at each for an instant through a beam of dirty green light coming from the center of his forehead. My knees were water. My sweaty hand gripped the fancy plastic wrapping on the paper. I had hoped the plastic would deceive him and here he was with a dirty green magic light that showed language use, organization, research quality—everything! The students who wrote well were given strong coffee and a slice of rich, creamy chocolate cake. Those who wrote badly were hurled out of the window. Forty two floors up! English was their own language and they had to leave that way! And surely they knew the library system. Surely they took beautiful notes after reading their own language so smoothly. I trembled. I quaked. The professor turned his wolf-face to me and smiled. His bared teeth flashed some words in blood-red neon. They alternated: ENGLISH/RESEARCH PAPER/ENGLISH/ RESEARCH PAPER/ENGLISH/RESEARCH PAPER . . . He reached for my paper. I panicked, ducked past him, and leaped through the window. I would have had to leave that way anyway. I fell and fell and fell towards the pile of students on the ground . . .

Second Dream

I fell and fell and fell from the forty-second floor. As I passed the twenty-eighth floor, a giant hand appeared out of a window and I landed gently in its palm. It drew me back into the building and placed me in a seat in a classroom. The instructor was talking about writing research papers. The students had ESL stamped in purple ink on the backs of their heads. I could understand the instructor's explanation. How wonderful! He gave examples of work successfully done by foreign students. How joyful! He told us that plagiarism was a culturally determined idea. He knew why I had been stealing language and ideas without even realizing that it was stealing. How blissful! He took us through the process of writing a research paper in tiny little steps, with specific instructions for each step. How delightful! At each step, he gave us clear and simple explanations, examples and discussion of our work. How endlessly thrilling! He told us that no research papers start perfect, that none even end up perfect, that my sense of being lost in the process was part of finding where I was, that I should play about with words while looking for the right idea, that drafting helped me explore my ideas, that mechanical editing would not be paralyzing if I left it for the end, that . . . endlessly thrilling. I ate the series of handouts he gave. Delicious, chocolate flavored! I did not leave the twenty-eighth floor for a whole term. I stayed there quietly eating handouts. Suddenly, at the end of term, I was picked up by the same giant hand that had put me in the classroom. It threw me out of the window but I was not afraid. I fell upwards in a stream of antigravity. As I passed the forty-second floor, I grabbed the windowsill and dragged myself inside. There was the wolf-face and its dirty green beam of light. The professor did not seem surprised at my return. "Foreign student from the twenty-eighth floor?" he asked. I nodded and sauntered over to him with my paper, which I had not wrapped in plastic. He took it but did not bother to focus his beam on it. He waved me towards the coffee and chocolate cake. As I ate I glanced back at the professor. He had a kindly face, something like a friendly Saint Bernard. I ate and ate and ate . . .

About the author: Lionel Menasche is Testing Supervisor in the English Language Institute, University of Pittsburgh. His textbook for ESL students, ***Writing a Research Paper***, will be published in 1984.

PEER EDITING

Continued from page 11

not wasted lives, but maybe they are lost secrets."

Learning from listening, learning from other people's "wrongs," learning from other people's "rights," one gets a feel for what is good writing. Talking things out leads to working things out. One of the group made up a slogan for us: "You do your best, and we'll do the rest." And it works. The students are interested in and proud of each other's progress. "Leon is really improving." "That's the best thing you've written so far, Leon!"

Bruffee (1973) and Hawkins (1976) have advanced these same principles of group interaction and peer teaching as applicable to college students. I propose that they can work in the junior high school just as well, and in groups as large as twenty students; for, at any level, people "learn when they teach others . . . They gain an active knowledge of what they had before known only passively" (Bruffee 1973:641). It is clear to me from what I have observed in my own writing class that peer editors engage in the five elements of "significant or experiential learning" defined by Rogers (1969:5): personal involvement, self-initiated learning, change in behavior and attitude of the learner, self-evaluation, and the creative element. Students who work collaboratively are eager to write and eager to learn. For "through interaction with their peers, students make their own discoveries of what is important to know for the writing task. If they really need to find a piece of information or develop a skill, they will become motivated with very little external pressure from the teacher" (Hawkins 1976:6).

My students were even motivated enough to let me persuade them to enter an all-district essay contest. "We can't win against the Americans," they protested at first. But they did. We had three winners: first place and two honorable mentions. The class was proud of its winners, but I know each student felt a share in the success.

Shortly after this, the students were trying to use examples of the newly learned passive voice in their essays. One essay had this postscript:

> This essay was written by me.
> I was helped by my friends.
> I have been learning a lot.
> Learning can not be passive.

REFERENCES

Bruffee, Kenneth A. 1973. Collaborative learning: some practical models. *College English* 34(5):634-643.

Hawkins, Thom. 1976. *Group inquiry techniques for teaching writing.* Urbana, Illinois: National Council of Teachers of English.

Rogers, Carl. 1969. *Freedom to learn.* Columbus: Charles E. Merrill.

About the author: Joan Ross Keyes is an ESL teacher in the Port Washington Public Schools, New York. She is a frequent presenter at TESOL affiliate conferences and is the author of articles on ESL teaching and of *Beats: Conversations in Rhythm* (Educational Activities, Inc.)

COMPOSITION ASSIGNMENTS TO FOSTER COMMUNICATION

by Johnnie Johnson Hafernik
University of San Francisco

Recent research in language teaching and in composition for both first and second language indicates the importance of involving students in learning (Flower & Hayes 1980, 1981; Stevick 1980; Taylor 1982, 1983; Zamel 1983). This research suggests that in the classroom, instructors need to provide meaningful tasks that encourage students to use the language as communication and not simply talk about the language. To foster communication in a writing class it is essential to provide an atmosphere conducive to communication, to involve the intellect and emotion of students in the acquiring and learning process, and to provide tasks which initiate and sustain writing as a process of interaction. The choice of writing assignments obviously plays an important role.

Criteria for Selecting Assignments

The choice of assignments, by teacher or students, is one of the most crucial aspects of a writing class since assignments largely determine the extent of personal involvement of students. Assignments can make the difference between a routine class and an exciting class for students and teacher. So assignments ought to be selected not at random but with several criteria in mind.

1. Assignment topics should fit into students' schemata. For this to happen, the teacher must assess each student's strengths and experiences. Schemata theory suggests that what students bring to a text is more important than the structures and patterns in the text; students must fit new information into their existing matrix of knowledge, experiences, and personal associations. So when they write, their interpretation and execution of a given task is influenced by their backgrounds and knowledge of the world (Petersen 1982). Students cannot be expected to write well and to convey information on a subject they are unfamiliar with. Good assignments tap students' emotions as well as intellect and allow students to draw support from their own experiences and knowledge. Assignments should capitalize on what students already know, whether it is in English or their native language. Then students have more to communicate.

2. Writing assignments should give students the opportunity to utilize new information and stimuli. Some researchers advocate teaching languages through subject areas such as biology, history, art or geography (Krashen 1981; Widdowson 1978). Each assignment need not be based on an academic lecture or reading, but it should be prefaced by some activities focusing on content. The point is that students should be required to put new insights and information into their framework of experience and knowledge to create individual ideas and opinions. By utilizing new and previous information, students grow intellectually and perhaps linguistically. Moffett suggests that intellectual stimulation is more likely to accelerate syntactic growth than grammatical knowledge is. When third-graders were asked to write down their observations of candle flames, Moffett noticed frequent sentences with *if* and *when* even though such clauses are not common for third graders. He ascribed this to the fact that there was a "created need" for these clauses to describe a perceived change in conditions: "If I place a glass over the candle, the flame goes out" (1968:180). In the endeavor to communicate, students may be increasing their syntactic ability.

3. Assignments should lend themselves to in-depth writing. This criterion builds on the previous two. When interested in an assignment, students often do extra work by consulting outside sources such as articles in periodicals or friends or authorities on the subject. The more involved students become, the more means they discover to communicate their ideas.

4. Assignments should be clearly specified but should also place control of content and goals in the hands of the students. Assignments throughout the semester can gradually progress from ones which give students a few goals to choose from to ones which provide numerous goals. Students should constantly focus on content and on conveying information, on their writing process, and ultimately on developing their critical self and writing for a specific audience.

Students' Views of Assignment Topics

To gain additional information about the reactions of students to writing assignments, I gave an opinion survey on topic preference to seventy-one ESL students and fifty-one native English-speaking students in composition classes. The ESL students had distinct preferences: the majority preferred a choice of two or three topics over a single topic and disliked a free choice of topic. They also favored referring to outside sources and writing on subjects which they had read about and/or discussed. Unlike the native speakers, the ESL students preferred impersonal topics over imaginative papers or personal topics. The views of the small sample of ESL students in this survey were thus compatible with the four suggested criteria for the selection of writing assignments.

Our Students . . .

I know how to organize the main ideas without writting lousy chatting.

Chinese

Sample Assignments

The assignments below are designed for high intermediate to advanced ESL students. The purpose here is to give examples of assignments that meet the above four criteria and to explain how they meet these criteria and how they foster communication throughout the writing process.

1. *The problem-solving or case-approach* (Tedlock 1981)

Preparation and activities: The students write their name and country on a slip of paper. Collect the slips and ask the students to draw one with the name of a country different from their own. Students then brainstorm about this country, writing down all they know about it—the weather, geographic location, customs, etc. Allow students time to consult a world map, travel books, or other sources that are available. Also allow time for and encourage the students to ask their classmates questions. Review the forms of letters, a business and a friendly letter, and discuss when each is appropriate.

Assignment #1: You are going to visit the country named on your slip after this semester. You have only two weeks and a limited budget. Write to your classmate asking for advice and explaining your interests in visiting. When you finish, give the letters to me and I will deliver them.

Assignment #2: I have just delivered a letter to you. Read your letter. You may ask a classmate any questions you have about the letter you have received. Then, answer the letter. When you finish, give the letters to me and I will deliver them.

Rationale: This assignment both draws on students' own experiences and interests and expands their knowledge of another country. Throughout the assignment, students have both verbal and written exchange of information. While the audience, a specific classmate, and purpose are defined, the actual content of the letters is left up to the individuals. Students become so interested in their classmates and their countries that often the discussions continue after class.

Continued on next page

COMPOSITION ASSIGNMENTS

Continued from page 13

2. *Individual or group investigative reports*

Preparation and activities: Provide students with information on one or more current problems on campus or in the community. In groups, the students brainstorm and discuss the problems, possible solutions, and people in authority. Then the groups report back to the class as a whole and continue the discussion.

Assignment: Define a problem on campus, such as noise in the dormitories, the hours of the library, or the parking problem around campus, and offer possible solutions. This report is to be addressed to an individual in power who can make changes. You may use a questionnaire to get information and should speak to knowledgeable persons and get pertinent information. Be sure to choose a specific problem that is limited in scope.

Rationale: This assignment gives students the opportunity to communicate with their classmates and people outside of class while gaining new information and generating and formulating new ideas about a subject they often have had personal experience with and are interested in. Students can be asked to have at least three primary sources—personal interviews, a survey, or current articles. Here students choose their audience and purpose from a limited group and must choose the content, tone, and organization. Students often thoroughly research the problem and come up with well thought out solutions.

3. *Assignments based on rhetorical patterns*

Preparation and activities: Supply students with information about various aspects of U.S. culture—through lectures, readings, slides, or films. Allow students ample time for discussion of their own observations and ideas. Also discuss stereotypes of the U.S. and of their countries. Read some examples of comparison/contrast essays and examine the organization.

Assignment: Write a comparison/contrast of some aspect of your culture and some aspect of U.S. culture. You are writing this for your classmates who know very little about your country but are familiar with the U.S. Pick some aspect that people often misunderstand about your culture.

Rationale: This assignment addresses the ideas of stereotyping and of using a familiar base to make a comparison/contrast. It also encourages students to speak with their classmates and native speakers and to learn more about the U.S. and what others know or do not know about their respective countries. Students must decide content, tone, and organization.

Conclusion

Choosing and structuring assignments that interest and motivate students from diverse cultures and backgrounds is a challenge and using specific criteria for selecting assignments to foster communication throughout the writing process helps us to meet that challenge. As the sample assignments illustrate, students become personally involved while generating ideas, while writing and collecting information, while rethinking, researching and rewriting, and while editing the final draft. Throughout the sequence, students interact with other people (classmates, instructors, and people outside of class) and fit new information into their existing knowledge. These activities assist students in growing intellectually and linguistically and help them formulate and articulate their opinions and ideas. With our help in providing carefully designed writing assignments, our students can engage in purposeful communication in their writing classes.

REFERENCES

Flower, Linda and John R. Hayes. 1980. The cognition of discovery: defining a rhetorical problem. *College Composition and Communication* 31(1):21-32.

Flower, Linda and John R. Hayes. 1981. A cognitive process theory of writing. *College Composition and Communication* 31(4):365-387.

Krashen, Stephen D. 1981. *Second language acquisition and second language learning*. Oxford: Pergamon Press.

Moffett, James. 1968. *Teaching the universe of discourse*. Boston: Houghton Mifflin Co.

Petersen, Bruce T. 1982. Writing about responses: a unified model of reading, interpretation, and composition. *College English* 44(5):459-468.

Stevick, Earl W. 1980. *Teaching languages: A way and ways*. Rowley, Mass.: Newbury House Publishers, Inc.

Taylor, Barry P. 1982. In search of real reality. *TESOL Quarterly* 16(1):29-42.

Taylor, Barry P. 1983. Teaching ESL: incorporating a communicative, student-centered component. *TESOL Quarterly* 17(1):69-88.

Tedlock, David. 1981. The case approach to composition. *College Composition and Communication* 31(3):253-261.

Widdowson, Henry G. 1978. *Teaching language as communication*. Oxford, England: Oxford University Press.

Zamel, Vivian. 1983. The composing processes of advanced ESL students: six case studies. *TESOL Quarterly* 17(2):165-187.

This article is a revised version of a paper presented at the Seventeenth Annual TESOL Convention, Toronto, Canada, March 18, 1983. The author is grateful to Betty Beckgran and Elizabeth Bright for their help in conducting the student opinion survey, and to John E. Hafernik, Jr. for valuable comments on earlier drafts.

About the author: Ms. Hafernik is Assistant Professor at the World English Center, University of San Francisco. She has published in *TESOL Quarterly* and is currently the Chair for the College University Level of CATESOL.

Cambridge ESL

Fluency in writing

The Mind's Eye
ALAN MALEY, ALAN DUFF, and FRANÇOISE GRELLET
A unique collection of visuals to facilitate speculation, problem solving, discussion, and *writing with a purpose*. Pictures of all kinds are included: portraits, cartoons, collages, close-ups, ads...abstract, mysterious, real, concrete, ambiguous, surreal.
Student's Book: 23332-1
Teacher's Book: 23333-X

Sounds Interesting
ALAN MALEY and ALAN DUFF
A recording of sounds that offers a new approach to language teaching. Students listen to sounds such as typing, a telephone ringing, footsteps, and so on, and provide a personal interpretation of the sequence. A perfect springboard for writing.
Book: 20758-4/Cassette: 20757-6

Sounds Intriguing
ALAN MALEY and ALAN DUFF
An extension of the ideas used in *Sounds Interesting*. Students listen to sound sequences and describe incidents or stories—puzzling, amusing, mysterious, or sad. For fluency in speaking and writing.
Book: 22138-2/Cassette: 22135-8

Outside the U.S.A. and Canada order from your usual ESL supplier, or in case of difficulty order directly from Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

CAMBRIDGE UNIVERSITY PRESS
32 EAST 57TH STREET/NEW YORK, NY 10022/212 688-8885

IMPROMPTU WRITING TO INCREASE FLUENCY

by Myrna Knepler
Northeastern Illinois University

ESL students who are college bound or already in college are taught to produce acceptable "college type" essays, those with some kind of plan, topic sentences in the right place, and, most of all, an acceptably small number of errors. Too often, the results are essays with rather ponderous introductions ("I am going to tell you about . . ."), timid developments and repetitive endings. Their writers appear to have little reason for saying what they have said and little sense of how a reader will react to the way they have said it. Yet when you meet the students who have written the essays and begin to speak to them, you get the overwhelming impression that they have more interesting things to say and more interesting ways of saying them than what you have read in their work. This may happen because the teaching of ESL writing has stressed the product not the process (Zamel 1982, 1983).

Watching ESL students in the process of writing an essay or talking to them about writing, one sees that for many, even those whose English is quite fluent, the most important thing in writing a composition is avoiding mistakes. Unlike more skilled writers whose first drafts are often riddled with errors and awkward phrasing, beginning writers, whether or not English is their first language, tend to feel that the first draft should be perfect. With this impossible goal, student writers tend to become very timid about putting ideas down on paper at all. Aware that the more words they write and the more chances they take in expressing original ideas, the more mistakes they will make, students tend to write as little and as conservatively as possible. At the same time, the ESL teacher's emphasis on helping students find and correct their errors may push students into writing even less fluently, perhaps with little or no gain in accuracy.

In teaching oral skills, our profession has moved away from the insistence on drilling mechanically for accuracy to the earliest possible introduction of communicative activities in which students' success is measured by the ability to communicate a message to another person in an understandable, if not accurate, fashion. On the other hand, in many ESL writing classes, teachers have tended to maintain their role as correctors. Conscientious teachers feel that all errors, or at least all important errors, must be pointed out to students, no matter what the paper load. Students in such classes come to think of writing as an act that has nothing to do with communication but is like walking through a minefield. Since almost any bold step may result in touching off an explosion of red ink, they may not only write less, but take less responsibility for correcting their own errors. After all, the teacher is going to do it anyhow.

In an effort to change the emphasis from error-free products to a more communicative process in my first-semester college ESL freshman composition class, I have decreased the number of graded, formal essays and more than doubled the number of informal, experimental writings. I call these informal assignments *impromptu* writing. Impromptu writing has become a regular part of a course that includes practice in different kinds of writing, proofreading, and work on particular grammar points.

The characteristics of impromptu writing are as follows. 1) Students are encouraged to write as much as possible within a set period of time, focusing on content rather than correctness. Such writing is seen as experimental. If the writer does not like what has been written, it can be changed later. 2) The assignments chosen often have a game-like quality. 3) Only a part of the writing produced in class is read by the teacher, and an even smaller amount will be corrected or graded. 4) Students are enlisted as readers, critics and editors of each other's work.

The game-like quality of many of the assignments prompts students to experiment with creating meaning. One assignment I have used (the idea for which came from Jack Belcher of Beaver College) is to ask students to generate nouns at random, and write the first ten on the blackboard. The assignment is to write a story using as many of the nouns as possible. Students often come up with ingenious contexts for the words given. Discussions focus on the content of the stories and students' success in working within the game-like restriction of the assignment. "How many words did you manage to include?" for example. Students enjoy this assignment and often ask to repeat it during the semester.

Our Students . . .

My problem in writing is, I suppose, lack of vocabuaries and usages. I follow the colloqual way and write with easy words, it is almost the same as I speak. The reason why I am bad at writing is I don't like to read and I don't have much broader knowledge.

Japanese

Several kinds of pictures clipped from magazine ads provide good material for impromptu writing. Students are shown pictures in which the characters seem to be caught in the midst of an activity, like frames from a motion picture, and asked to write about what they think happened in the five minutes before or after the picture was taken. Close-up portraits of people who project a strong, easily identifiable emotion: sadness, fear, hilarity, call up a situation that would bring about the emotion or a time when they felt that emotion. Pictures of dreamlike settings, such as a girl on a swing, flying above the skyscrapers of New York, prompt students to write about how they would feel if they could put themselves in the picture.

For all impromptu writing assignments the procedure is somewhat the same. Students are told that I will not read their essays unless they want me to, but that I will go around the room to help them if they have a problem they cannot solve themselves. They will be given a limited time to write, ten to fifteen minutes, and should try to write as much as possible within that time. They should not be concerned with mistakes at this point, as they will have a chance to make changes later. If they do not know a word, they should try to find another way of expressing the thought, leave a blank, or write the word in their native language. If possible, they should try to bring their compositions to some sort of a conclusion, but it is all right if they do not finish.

At the end of the time period, all the students must stop and take five minutes to read through their essays silently, whether or not they have finished. I write one or two specific questions on the board to guide students in the reading of their own work. "Can you think of another way to begin your essay?" "Is there a place in your essay where you can add details to make the setting clearer to the reader?" These may prompt students to look for better ways of organizing and developing their material.

The third step in impromptu writing assignments ensures the writer an audience other than the teacher. Students exchange papers with a classmate. Readers make short written comments on their partner's paper and sign their names. Again, one or two simple questions guide readers away from general comments such as "It's a very nice paper." These may be rephras-

Continued on next page

IMPROMPTU WRITING

Continued from page 15

ings of the questions students used in reading over their own papers or new questions. For narrative writing as simple a question as "Did the writer leave out any part of the story?" can help beginning writers to see gaps in their work.

Then students discuss their papers with their partners. I participate in some of these discussions, stressing that the writers do not have to accept a reader's judgment as *necessarily* true, but should use their partner's comments to help them rethink their writing. At first some students hesitate to exchange papers or to write comments. Insisting gently is a good policy although very shy students are allowed to pass the first few times. Students soon relax and look forward to the activity and give evidence of gaining from it both as writers and readers.

At the end of class, students may hand in their impromptu writing assignment, after recording the title and date on their own tally sheet. I read all work given to me and make a short comment on its content but do not make grammatical corrections on impromptu writing unless the student has asked me to do so.

It is as difficult to evaluate the effects of impromptu writing as it is to evaluate the effects of any teaching technique. Students write about twice as much now as students did three or four years ago when I felt I had to point out and explain errors in every sentence put on paper. Despite less emphasis on correcting grammatical errors, student scores on pre and post tests have not deteriorated. In fact, a few students, especially those whose mistakes were largely the result of inadequate proofreading, have improved in accuracy. Almost all students seem to have benefited from the increased writing practice, for I can say with conviction that the essays I read now are more interesting, more communicative, more individual and more reader-oriented than those of previous years.

REFERENCES

Zamel, Vivian. 1982. Writing: the process of discovering meaning. *TESOL Quarterly* 16 (2):195-209.

Zamel, Vivian. 1983. The composing processes of advanced ESL students: six case studies. *TESOL Quarterly* 17 (2):165-187.

About the author: Myrna Knepler is Assistant Professor of Linguistics at Northeastern Illinois University where she teaches ESL and courses for ESL teachers. She is the author of two texts: *Let's Talk About It*, a conversational grammar text, (Harcourt Brace Jovanovich) and *Crossing Cultures*, a writing text (Macmillan).

TIPS FROM WRITING TEACHERS FOR WRITING TEACHERS

Early in the semester, do some writing with your students. If you are asking them to keep journals, keep one too and ditto it off for the group. If you ask them to do freewriting in class, freewrite along with them and read what you wrote. You might as well all be in it together.

Robert Benson
San Francisco State University

Students need to know that ordinarily writing is not merely a transcription of speech. To demonstrate, the students and I together compare a written transcript of a spoken monologue (complete with "derailed" sentences, ellipses, fillers, and so on) with the same monologue as it might be written. Thinking about the differences between written and spoken communication helps students understand the writer's task better.

Janet G. Graham
University of Maryland

In my low level classes, students write and hand in each week either two pages of a journal or two letters to me. I do not correct but respond (on separate "Post It Note Pad" papers) with comments on content, clarifying re-statements, questions, or personal reactions. The focus is on communicating ideas in English, not on correctness.

Jean Withrow
Borough of Manhattan Community College

Advanced ESL students enjoy and benefit from spontaneous group composition. Choose one student as the secretary, who will write on the board while others dictate. The class works as a group to generate ideas, organize, revise, proofread, and edit. Group support encourages all the students to participate in and discuss the writing process.

Carole Jasnow
University of Pittsburgh

Emphasize that the best writers are ones who edit and rewrite the most. Many students think that every good writer gets it right the first time. But good writers are never afraid to change what was written—or even to throw it out and recast the whole thing.

Stephanie M. Berg
The Stratford Schools
Towson, Maryland

When students hand in a composition, tape-record that composition, making grammatical corrections. Keep the written composition and return the cassette. The students now transcribe their composition from the cassette. The teacher responds to the content of the transcribed composition.

Jim Lydon
La Guardia Community College

In order to combat over-correcting (by teachers) and encourage self-editing (by students), use the language-experience method in conferencing. Avoid writing on any paper until you've read most of the papers for a given assignment and have a sense of the hierarchy of recurring problems. Decide what you want to target and make notes to yourself, rather than to the students. In conferences with the students, use these notes to elicit self-editing and write down the students' words. Students will then have papers with their own corrections (although targeted and elicited by the teacher).

Elsa Roberts Auerbach
University of Massachusetts, Boston

Study a new language, analyzing what does and does not help you learn it. In addition, find an excuse to write in a foreign language that you already know fairly well (e.g. to a pen-friend or a good-humored colleague abroad). Analyze your own concerns and how they might compare to those of your students writing English as a second language.

John Holm
Hunter College

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

This publication on Writing and Composition is a special supplement of the TESOL Newsletter, which is published six times a year by the organization. The Newsletter is available only through membership in TESOL or its affiliates. Information about membership in TESOL is available by writing to:

TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057

ISSN 0496-9987

TESOL NEWSLETTER

Vol. XVIII No. 2 Teachers of English to Speakers of Other Languages April 1984

PRACTICE TEACHING AS AN INTEGRATED PROCESS

by **Naguib Greis**
Portland State University

As a major component of the TESOL methods class in the Teacher Preparation Program (TPP), practice-teaching (PT) can help the trainees relate theory to practice while testing and developing their own teaching methodology. In order to achieve this goal, the emphasis in current literature has been placed almost exclusively on classroom observation techniques and approaches, e.g., micro-teaching (Carver and Wallace 1975); interaction analysis (Moskowitz 1971, 1978); FOCUS (Fanselow 1977); the non-directive approach (Freeman 1982). One underlying assumption is that through systematic analysis and observation of classroom activities, the prospective teacher can understand and apply the theories studied in the methods course and develop the appropriate teaching skills. One such activity that is considered independently but neglected as a source of valuable insights is tutoring which, though usually done as volunteer help, often becomes a source of attraction for the participants to the field for financial or cultural enrichment.

It is the purpose of this paper to discuss the role of each of the three major activities of tutoring, observing and teaching in a proposed model in which they are integrated to enhance the PT process in the ESOL TPP. The model in its present form is based on an actual experience in a program where the participants' feedback over several years has suggested rather drastic modifications.

Directions in Practice-Teaching

With the development of the TESOL *Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States* (1970, 1972, 1975), certain aspects of PT have been given special consideration.[1] The following aspects represent some of the major directions.

1. Because of the crucial role of PT and its effect on the trainee (West 1959), great care must be taken to alleviate the anxiety that might accompany the initial experience in student teaching (Knop 1979, 1982).

2. Every attempt must be made to bridge the gap between theory and practice (Wallace 1981). This can be effectively achieved when the components of PT are integrated and related to the other parts of the TPP.

3. There is an increasing awareness of the changing relationship between the learner and the teacher, which is described in terms of learner/client-counselor/facilitator (Stevick 1976, 1980, Zamel 1981, Freeman 1982).

4. The teaching act can and should be analyzed in an objective and nonevaluative form (Fanselow 1972).

Continued on page 30

---

[1] It is interesting to note that a comparison of two TESOL TPP *Directories* (Blatchford 1977, 1979) shows that PT as a requirement has increased from 45% to 61% of the TPPs.

IMPORTANT TESOL '85 UPDATE

One result of TESOL's dynamic growth is that few hotels can accommodate our annual convention under one roof. To meet the need for adequate hotel space, TESOL '85 will be held April 9-14 at the New York Hilton. This is also a change from the previously announced date.

The convention follows the Passover Seders and Easter Sunday; provision will be made for those who observe the dietary laws during Passover Week. The call for papers is inserted in this issue. Due date for abstracts: September 10, 1984.

ESL LITERACY: QUESTIONS AND ISSUES

by **Donald A. Ranard**
Center for Applied Linguistics

Since 1977 we have seen an increasing number of refugees who are non-literate or only marginally literate in their own language. This situation caught practitioners in the field of English as a second language teaching unprepared. The reason for this is historical: until the refugee influx, attention in the field had been focused almost exclusively on the needs of educated language students who could read but not speak English. Until very recently, even beginning ESL tests—and classes—assumed basic literacy skills.

ESL programs serving refugees have responded to this challenge in a variety of ways. Some programs postpone literacy training until a degree of oral proficiency has been achieved; in other programs the three skills of speaking, reading, and writing are taught concurrently. Still others argue that native-language literacy should precede second-language literacy.

The structure of the literacy component and how it fits into the larger organization

Continued on page 20

TESOL NEWSLETTER

Alice H. Osman, Editor
F. H. LaGuardia Community College, CUNY
31-10 Thomson Avenue
Long Island City, New York 11101
Telephone: (212) 626-8546 or
(212) 663-5819

Editorial Staff and Advisory Board

Richard Allwright, *University of Lancaster*, Lancaster, England; **John Boyd**, *Illinois State University*, Normal, Illinois; **Mary Ann Boyd**, *Illinois State University*, Normal, Illinois; **Mary Ann Christison**, *Snow College*, Ephraim, Utah; **Andrew Cohen**, *Hebrew University*, Jerusalem, Israel; **Cathy Day**, *Eastern Michigan University*, Ypsilanti, Michigan; **Irene Dutra**, *Bronx Community College, CUNY*, Bronx, New York; **Ronald Eckard**, *Middle East Technical University*, Ankara, Turkey; **Winifred Falcon**, *American Language Program, Columbia University*, New York, New York; **Douglas Flahive**, *Colorado State University*, Ft. Collins, Colorado; **Sergio Gaitán**, *Instituto Mexicano-Norteamericano de Relaciones Culturales, A.C.*, Mexico City, Mexico; **Mary Hines**, New York, New York; **Carol J. Kreidler**, *Georgetown University*, Washington, D.C.; **Jean McConochie**, *Pace University*, New York, New York; **Carmen Judith Nine-Curt**, *Universidad de Puerto Rico*, Rio Piedras, Puerto Rico; **Robert Oprandy**, *Teachers College, Columbia University*, New York, New York; **Howard Sage**, *American Language Institute, New York University*, New York, New York; **Lise Winer**, *Université de Montréal*, Montréal, Canada.

Production Manager

Lars LaBounty
Pantagraph Printing
Bloomington, Illinois 61701

Advertising Manager

Aaron Berman
TESOL Development and Promotions
P.O. Box 14396
San Francisco, California 94114
Telephone: (415) 697-5638

The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1200 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; Book Reviews: *Howard Sage, American Language Institute, New York University, Washington Square North, New York, NY 10003*; International Exchange: *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; It Works: *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; Standard Bearer (employment issues); *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Notices of job openings, assistantships or fellowships are printed without charge provided they are 100 words or less. First state name of institution and location (city, state, country). Include address and telephone numbers last. The 100-word limit need not include the Equal Opportunity Employer statement but that information should be made clear in the cover letter. A fee is charged for special or boxed job and institutional ads, and they are limited to one-half of two columns. Arrangements are made through Aaron Berman, TESOL Development and Promotions. Note deadlines for receipt of items below; however, last minute job notices will be accepted provided there is space. Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above.

Deadlines for receiving copy:
December 10th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: June 20th for the August *TN*

President's Note to the Members

INVOLVEMENT

For many of us our professional academic year is punctuated by the annual TESOL convention. It provides for some the impetus to write up their research or to focus their thoughts for a presentation; for others it is a chance to learn. It's a time to give and take, teach and learn, to share. We come back with ideas to try in our classrooms and generally feel reinvigorated by the exchanges we have had.

For many other TESOL members, the year is marked by a TESOL affiliate's meetings, usually smaller and more intimate yet invested with an equally exciting quality of sharing.

While both kinds of meetings are full of activity, they offer a change of pace in our normal frantic rounds, and for me at least, often invoke a pause for reflection. Hearing about what others do may buck us up and give us courage. Listening to someone's experiment may awaken a spark within us that we can do the same thing. The success we attribute to a meeting may be the degree to which we involved ourselves in the sharing, the ideas, the people, the reflection.

Conventions and meetings do for us teachers what I like to think our classrooms do for students. Do we allow them the high feelings of success by having gotten them involved in each class, by giving them ideas that they can mull until the next class meeting, by sharing some of ourselves with them?

The ideas that we get at a professional meeting often come from chance encounters. One of the most unexpected questions I was asked at the Houston convention was what non-ESL, non-education, book that I had read recently had made an impression on me. The notion I liked was the recognition that someone thought it important to note how we interweave our professional and non-professional lives, avoiding schizophrenia and compartmentalization, and become whole persons.

After that question, I serendipitously picked up a copy of Blanchard and Johnson's *The One Minute Manager* (New York: Berkley Books, 1982), left on an airplane seat. I thought I would learn something of business, and read:

> "In order to look good as a manager in most organizations, you have to catch some of your people doing things wrong. You have to have a few winners, a few losers, and everyone else somewhere in the middle. You see, in this country we have a normal-distribution-curve mentality. I remember one time when visiting my son's school, I observed a fifth-grade teacher giving a state capitals test to her class. When I asked her why she didn't put atlases around the room and let the kids use them during the test, she said, 'I couldn't do that because all the kids would get 100 percent.' As though it would be bad for everyone to do well." (p. 69)

Instead of learning about business, I immediately slotted the ideas into education (well, isn't education a business?) and found myself contemplating what kind of classroom manager I am and whom I affect by my style. While anticipating A, we often realize B; while looking for C, we come upon D.

In a similar way, I often get a yin and a yang impression of what goes on at TESOL meetings. Often the focus is centered on information about the classrooms that we work in and the language development of the learners we teach. The One-Minute Manager says, "Help people reach their full potential; catch them doing something right." My first image was to apply this to learners, but then upon a moment's reflection, I thought how much that could also apply to the professional and personal development of us who teach. How much are we actively helped toward fulfillment in our jobs? If not, we need to help ourselves. TESOL's meetings provide enlivening places where we can get self-help and enlighten each other in the whole realm of living, teaching, and learning.

I hope to see you at a meeting soon!

Charley Blatchford

CHARLES H. BLATCHFORD

TESOL GROUP LIFE INSURANCE BENEFIT INCREASE PLANNED

The TESOL Group Term Life Insurance Plan, which has already profited from two permanent percent increases in benefits, gained another $1,000 no-cost benefit increase planned to go into effect June 1 and continue as long as good claims experience continues.

The extra $1,000 of no-cost insurance means each original $10,000 unit of coverage is now worth $13,000 without an increase in price. Each original unit has gained a total of 30 percent more coverage at no further cost since the plan went into force. All current insureds are eligible for this new benefit increase and will be informed of these benefits with their next premium notice billing.

Once the increase becomes effective the maximum coverage available to each member and spouse will automatically be raised to $130,000. Insureds who carry the current maximum of $120,000 will gain an additional $10,000 in benefits while paying the same premium.

Unmarried dependent children can still be insured for $1,200 each if they are between the ages of 6 months and 23 years. Other features of the Plan, including a 10-day-examination period, minimum eligibility requirements and group coverage for all members and their spouses under age 60, will remain the same.

The Plan's growing popularity with TESOL along with the pooled memberships of many other educational associations exercises a great deal of mass buying power. Each association can offer its members and their spouses group coverage with rates that are 30 percent to 50 percent lower than those for individually purchased policies.

For further information on the TESOL Group Term Life Insurance Plan, members can contact the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL Group Insurance Plan, 1500 Higgins Road, Park Ridge, Illinois 60068.

USIA Awards Grant to TESOL:

GROUNDWORK LAID FOR MULTIMEDIA EFL PROJECT

In the fall of 1983 a grant of approximately $260,000 was awarded to TESOL by the United States Information Agency (USIA), a branch of the Department of State, to conduct a background study in preparation for English language teaching by broadcast.

Both USIA and TESOL have long recognized the need for a high quality series of programs for teaching American English as a foreign language overseas, to replace the "Let's Learn English" series that the agency produced in the early 1960s. The new series is to make use of multimedia and be up-to-date in methodology, Americana, and technology.

The grant enabled USIA and TESOL to complete a worldwide survey of English language needs and broadcast facilities as the necessary preliminary step to the production of such a series. A four-person research team, recruited by USIA and TESOL, visited ten countries where they talked to practitioners in the field, to English teachers in direct English teaching programs, teacher-trainers, ministry of education officials, and to the "gatekeepers" of the broadcast and television media who would be the end users of the series. The research team—composed of **Richard Boyum**, English Teaching Officer, USIA; **William Culley**, TV Producer/Director, TV and Film Service, USIA; **Mary Hines**, ESL consultant; and **Chiz Schultz**, an independent TV and film producer from New York City—visited Colombia, Brazil, Senegal, Togo, Germany, Tunisia, Turkey, Pakistan, Indonesia, and Korea during its survey period.

The findings of the research team were presented at a conference held Feb. 29-Mar. 2 in Long Island (NY), where the conference chair, **George Tressel**, Program Director of Informal Education, National Science Foundation, outlined three major task areas to which the 50-member conference group was to direct its attention and efforts: 1) to define and refine the goals of the project; 2) to establish the format of the basic TV series; and 3) to make recommendations for radio and supplementary print materials.

Attending the working conference were 11 representatives of the ESL/EFL profession: **Jodi Crandall**, Senior Staff, Center for Applied Linguistics; **James White**, Professor and Director of AV Center, Tezu Kayama Gakuin University, (Osaka); **Gloria Kreisher**, Chief, English Language Teaching Division, Office of Cultural Centers and Resources, USIA; **John Fanselow**, Professor, TESOL Program, Teachers College, Columbia University; **Betty Wallace Robinett**, Professor of Linguistics, University of Minnesota; **Joan Morley**, Director, English Language Institute, University of Michigan; **Richard Handscombe**, Director of ESL, Glendon College, York University (Toronto); **Maurice Imhoof**, Project Director, Radio Language Arts, Project, Academy for Educational Development, (Washington, D.C.); **James E. Alatis**, Executive Director, TESOL and Dean, School of Languages and Linguistics, Georgetown University; and two members of the research team—**Richard Boyum** and **Mary Hines**. In addition, 10 participants from overseas—educators and TV specialists—attended the conference. The remainder of the conferees were representatives of National Public Radio, the Voice of America, the Smithsonian Institution, distributors, and publishers (two names drawn by lot from the Association of American Publishers-ESOL Committee).

JOB OPENINGS

Fulbright Scholar Program, 1985-86. Awards for lecturing or research in applied linguistics/TEFL/TESL are offered in 36 countries. Application forms for 1985-86 together with an announcement providing further information on the awards are available by writing to: Council for International Exchange of Scholars, 11 Dupont Circle, Suite 300, Washington, D.C. 20036. Eligibility requirements: U.S. citizenship at time of application; for lecturing: M.A. in TEFL/applied linguistics and, for some awards, the doctorate; for research: a doctorate at time of application or comparable professional qualifications; in some cases, proficiency in a foreign language. Previous experience abroad: some lecturing experience abroad is an asset, but individuals who have resided abroad for the ten years immediately preceding the time of application are ineligible. Important dates: deadline for applications, Australasia, India, Latin America and the Carribean: June 15, 1984; deadline for applications, Africa, Asia (except India), Middle East, and Europe: September 15, 1984. The Fulbright Program is funded and administered by the U.S. Information Agency. The Council for International Exchange of Scholars, affiliated with the American Council on Education, assists in administration of the Fulbright Scholar Program.

Hunter College, New York City. Anticipated opening for fall 1984. Instructor in ESL developmental writing (tenure track). Qualifications: progress toward doctorate in ESL, applied linguistics, or related field plus research interest in composition and ESL composition; teaching experience. Deadline: May 31st. Send resume with cover letter to: Ann Raimes, Coordinator, Developmental English Program, Hunter College, 695 Park Avenue, New York, NY 10021.

North Texas State University. Position open for assistant professor (tenure track), specialization in linguistics and ESL. Qualifications: Ph.D. with training and teaching experience in linguistics and ESL. Primary duties: teach undergraduates/graduate courses in descriptive linguistics and ESL; ESL to international students; possibly other advanced courses in specialty areas. Salary competitive. Ethnic minorities are invited to apply. Starting date: August 28, 1984. By April 15, send letters of application with appropriate supporting documents to: Dr. David B. Kesterson, Chairman, Department of English, North Texas State University, Denton, Texas 76203. Telephone: (817) 565-2117.

Los Angeles, California. The TESL/Applied Linguistics Department at UCLA seeks applications for a temporary one-year faculty position (with the possibility of a subsequent regular appointment) at the assistant professor level. Applicants must have completed their Ph.D., have primary teaching and research interest in language testing and secondary strengths in one or more of the following areas: language teaching methodology, reading, composition, classroom oriented research. Letters of interest and curriculum vitae should be sent to: Professor Russell N. Campbell, Chair, TESL/Applied Linguistics, 3303 Rolfe Hall, UCLA, Los Angeles, California 90024.

Florida State University, Tallahassee. Four doctoral teaching assistantships in TESL/TEFL, beginning fall semester 1984. Applicants must be admitted to doctoral program in Multilingual Education (TESL/TEFL specialization), possess Master's degree in TESL or related field, and have three years of successful ESL/EFL teaching experience. Work entails teaching part-time at university's Center for Intensive English Studies. For information, contact: Dr. Rick Jenks, CIES-FSU 918 West Park Avenue, Tallahassee, Florida 32306. Telephone: (904) 644-4797.

Indonesia and Thailand. ESL teacher supervisors in Galang, Indonesia Refugee Camp and Panat Nikhom, Thailand Refugee Camp. General description: provide training and supervision to Indonesian (or Thai) ESL teachers in theory and methodology for teaching adult Indochinese refugees resettling in the U.S. Specific duties: implement training workshops, conduct teacher evaluations, assess student performance. Qualifications: experience as an ESL teacher trainer/supervisor, graduate degree in TESOL/ESL, work experience overseas in hardship conditions. Salary: $13,500 yearly plus benefits. Positions available through Summer '84. One year contract. Send resume plus references to: Ms. Helju Batchelder, The Experiment in International Living, Kipling Road, Brattleboro, Vermont 05301. Telephone: (802) 257-4628.

Matsuyama University, Matsuyama, Japan. Two EFL instructors needed April 1985 for freshman English program. ESL/EFL MA required. Six classes/week. Two-year non-renewable contract includes salary (roughly $14,000/year tax-free), air fare to and from Matsuyama, other benefits. Matsuyama (pop. 400,000) is a pleasant, uncrowded, unpolluted city on the Inland Sea, 1½ hours from Tokyo by plane, 7 hours by train. Address inquiries to: Kenji Masaoka, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790, Japan. Application deadline: August 31, 1984.

Institute for International Studies and Training, Japan. Six-month opening for Teaching Associates in the Intensive English Program for Businessmen from late August '84 to late February '85. Candidates should be unaccompanied males with EFL/ESL training and experience. Remuneration is Y250,000 monthly salary (currently about $1,063) and free lodging in a campus dormitory. Duties include classroom teaching, LL monitoring, and a residential commitment in a dormitory. Address resumes and inquiries to: English Department, TA Search Committee, IIST, Kamiide 1650-3, Fujinomiya City, Shizuoka, Japan 418-02.

Saudi Arabia. Sperry Arabia Limited has several immediate openings for ELT instructors. Requirements: B.A. degree and two years of experience in TEFL/TESL. Competitive salary. Other benefits: R & R, home leave, housing, meals, transportation and more. Call Bill Deringer at (703) 684-6444 or send complete resume to: Bill Deringer, Sperry Arabia Limited, c/o Coastal Energy Enterprises, 415 North Lee Street, Alexandria, Virginia 22314.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at its programs in Riyadh and Taif. Please direct inquiries to: Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, Massachusetts 01950. Telephone: (617) 462-2550.

→

JOBS

Continued from page 3

TESOL FIELD SERVICES COORDINATOR

(new position)

Coordinator to provide staff support, coordination and liaison services for affiliate and interest section activities. Working with the TESOL 1st VP (affiliates) and 2nd VP (interest sections), s/he will work under the supervision of the executive director of TESOL as the central office contact person for these groups. This full-time position requires travel and has secretarial assistance. Requirements: TESOL professional, min. M.A., Ph.D. preferred; active participation in TESOL organizations; teaching and administrative experience; familiarity with related organizations; public speaking ability. Desirable: teacher-training and publications experience. Salary: appr. $25,000. Send resume and references by June 30, 1984, to:

Dr. James E. Alatis
Executive Director, TESOL
201 D.C. Transit Building
Georgetown University
Washington, D.C. 20057, U.S.A.

Madrid, Spain, Fundación Ponce de León. Opening for English Program Director. Responsible for overall direction of teaching and administrative operations having to do with the English teaching program. Strong background in teacher training and program administration a must. Minimum 2 years experience in similar position, M.A. in TESL. Salary and benefits commensurate with qualifications. Ability to start work by June 1, 1984 essential. Rèsumè to: Managing Director, Fundación Ponce de León, Calle de Lagasca no. 16, Madrid — 1, Spain.

Madrid, Spain, Fundación Ponce de León. Several openings in teacher development program for recent TESL graduates. Activities include methods seminars, workshops, teaching and research duties. Qualifications: MATESL or equivalent; native fluency; 21 to 35 years of age; Spanish desirable. Conditions: Nine-month grant of 550,000 pesetas; free health and hospitalization insurance; New York-Madrid airfare (and return at end of grant); two weeks housing on arrival; free in-house training in Spanish available. Résumé to: English Program Director, Fundación Ponce de León, Calle de Lagasca no. 16, Madrid — 1, Spain.

Lehman College, C.U.N.Y. Position for full-time faculty member in the Puerto Rican Studies Department. Graduate degree in TESL/applied linguistics (Ph.D. preferred) and extensive ESL teaching experience required. Specialization in testing and/or materials development would be an asset. Salary commensurate with qualifications and experience. Send application by June 1st to: Chairman, Department of Puerto Rican Studies, Lehman College, Bronx, NY 10468.

Saudi Arabia. Vinnell Corporation is seeking EFL instructors for its program near Riyadh, Saudi Arabia. M.A. in TEFL/TESL desirable, or certification/diploma in TEFL/TESL, plus experience. Beginning salary $2426 per month. Contracts one year renewable. Food and accommodations provided by employer. Transportation to and from Saudi Arabia. Paid vacations with round trip air transportation provided. Bonus paid upon renewal of contract and service award upon completion of final contract. Contact: H. Don Lee, Chief Recruiting Branch, Vinnell Corporation, One Flint Hill, Suite 100, 10530 Rosehaven Street, Fairfax, Virginia 22030. Telephone: (703) 385-4515.

TEACHER OF ENGLISH AS A SECOND LANGUAGE

(Anticipated Opening)

New Mexico State University is seeking an individual to teach English to students whose native language is Arabic in the Yemen Arab Republic. Candidates must have earned a Baccalaureate or Master's in English as a second language and have previous successful international teaching experience. Individual must be able to reside under harsh living conditions; Peace Corp. experience highly desirable.

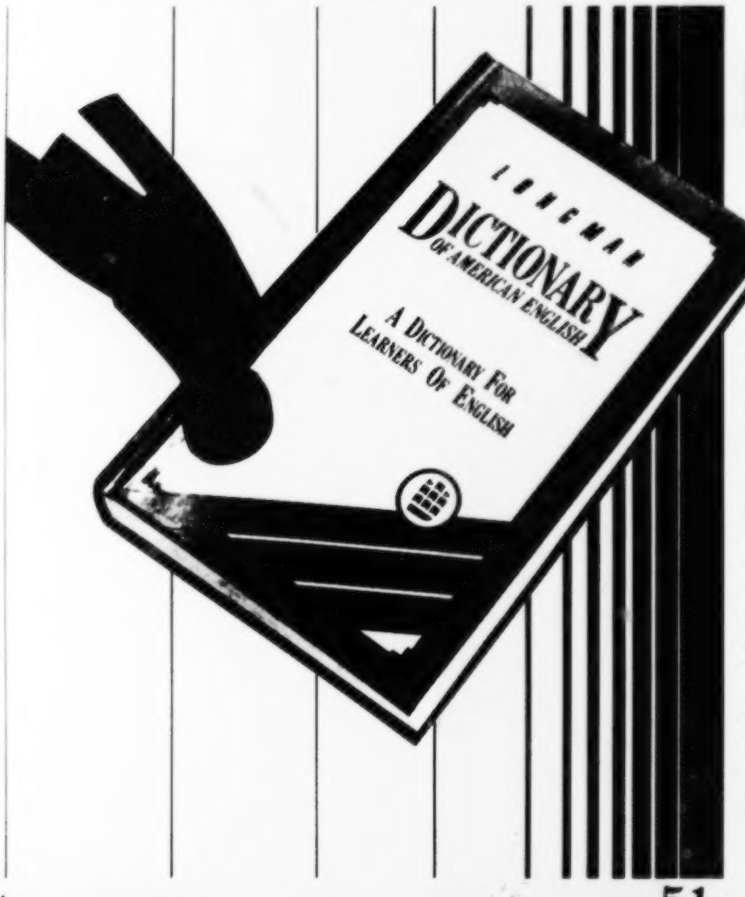
The two year assignment will be located in a very remote section of the country that is extremely hot and humid. Candidates should be prepared to work independently and with little supervision.

Housing is provided as are all transportation expenses for individual and dependents. Shipping allowances for automobile and household effects are provided. Salary commensurate with experience and qualifications.

Applications with names and addresses of three references and a copy of transcript should be sent no later than April 30, 1984 to:

Dr. Harold Matteson, Director
Center for International Programs
New Mexico State University
Box 3567
Las Cruces, New Mexico 88003

An Equal Opportunity/Affirmative Action Employer.



HARD AS NAILS

Almost. The new hardcover edition of the *Longman Dictionary of American English* is not fragile. It will not fold, spindle or mutilate from the normal stresses and strains of daily use. What it will do is provide your students with a comprehensive user-friendly dictionary that keeps teaching them how to use English long after they've left your program. This valuable resource (also available in softcover) focuses on building basic language skills without intimidating the learner. In fact, there's only one thing that's hard about the *Longman Dictionary of American English*. The cover.

Need to place an order or ask for more information? Call toll-free 1-800-445-4510

Longman
1560 Broadway, New York, NY 10036

SECOND LANGUAGE ACQUISITION THEORY IN THE TEACHING OF WRITING

by **Teresa Pica**
University of Pennsylvania

It has been claimed that in order to acquire a second language, the learner must have exposure to comprehensible target input (Hatch 1979, Krashen 1980, Larsen-Freeman 1979) and opportunities to use the target language in meaningful interaction (Long 1981, 1983). A look at current practices in ESL writing instruction, however, suggests that ESL students receive little comprehensible input relevant to their language development in the written modality and few opportunities for meaningful interaction with another writer of English. Cohesive paragraphs, with fully formed sentences and a variety of lexical items are encouraged in their students' writing, but seldom employed by teachers in their written responses to students' work. In fact, the structures to which their teachers often call attention as deviant and in need of revision—verbs without inflections and nouns without determiners, isolated phrases and fragments instead of complete sentences—bear striking formal resemblance to the expressions teachers write in response to students' work, e.g., "Give reasons," "Re-write conclusion," Remember to indent," "Focus!"

Most of the input students receive from their writing instructors is in the form of oral lessons on grammar and rhetoric and written feedback on assignments. This latter, in general, is given through phrase level commentary scattered at various points throughout the students' work or checked off on a list of items deemed appropriate to skillful writing. Often, such written feedback is supplemented, or even completely substituted, by graphic forms such as underlinings of misspelled words, circles and arrows highlighting grammatical or rhetorical errors, or oral critiques provided in individualized teacher conferences or peer group discussion. While these techniques have their merits, they give strong indication that students of English as a second language do not receive from their teachers the same kinds of written input that they are expected to produce for them.

ESL teachers' responsibility to the writing needs of their students is perhaps greater than that required for their speaking needs, which are often assisted by experiences in the community and communication-oriented activities in the classroom. ESL teachers supply, in many cases, the only source of written reaction to students' composing efforts. When peer evaluation is offered, this is generally in the form of oral feedback rather than written expression. Furthermore, most of students' writing is teacher-assigned, and is, in effect, directed specifically to teachers. By responding to such assignments through phrase level comments, imperative (hence, uninflected) verb forms, nouns without determiners, graphic devices, and oral critiques, ESL teachers limit the input which can serve as relevant and comprehensible samples of written intake for their students. They are thus unequal partners in written interaction with them.

It is important, therefore, to consider ways in which, through writing, teachers can both bring to their students comprehensible, relevant input, and interact with them in meaningful communication. Ideally, the teacher might respond to students' writing efforts through lengthy, paragraph-level reactions to the form and content of their papers. However, time constraints posed by lesson planning, materials making, and various administrative tasks often make this technique unmanageable.

The current emphasis on peer interaction in ESL methodology, increasingly incorporated into some writing classrooms, suggests a more efficient means of supplying ESL students with meaningful and relevant written reactions to their writing. Rather than, or in addition to, having classmates evaluate each other's writing through pair or group discussion, the following two activities demonstrate ways in which students can engage in meaningful communication through writing. Students can evaluate each other's work through (1) an Evaluation Sheet or can write and respond to each other's concerns and interests through (2) the Response Paper Activity. Both activities provide students with opportunities for guided composition and feedback on their work.

BRANCHING OUT

Call for Papers
for *TN Supplement No. 2*

Teachers all over the world are developing imaginative and soundly based language units or lessons. How do *you* expand a structure and/or theme? How do *you* reinforce and recycle? Would you be willing to share your best "lesson plan" or unit?

Lise Winer of the University of Montreal has been named as the editor of the next 16-page supplement which will be all about integrating language skills and using unifying themes in creative ways to teach them. This supplement is in response to the often-heard, fervent pleas for classroom-oriented articles. *Supplement No. 2—Branching Out*—is scheduled to appear in the February 1985 *TN*.

The deadline for submissions is July 20th. Send four copies of an *outline* of your best lesson plan or unit to: Alice H. Osman, Editor, *TESOL Newsletter*, LaGuardia Community College, 31-10 Thomson Avenue, LIC, NY 11101, USA.

Evaluation Sheet:

The Evaluation Sheet helps students to respond to classmates' work in paragraph form. A series of questions is provided for guidance, and as a means of helping students organize their evaluation. A sample of the Evaluation Sheet, devised for advanced learners, appears below. Syntactical and lexical features of this sheet may be simplified for beginning students.

Directions: Write a brief paragraph of at least four sentences in which you evaluate the writer's work. As you write your paragraph, refer to the following questions

1. How effective is the topic sentence? Does it cover all the examples or reasons given by the writer?
2. Are there enough examples or reasons to support the main idea?
3. Are the examples specific? Or does the writer use the same examples over and over again, just changing the words, but keeping the same meaning?
4. Are there many misspelled words? Did they keep you from paying attention to what you were reading? Are there some words which you would like to spell correctly for the writer?
5. Are there many grammar mistakes? Did these mistakes stop you from understanding the writer's ideas? Please explain any grammar points you think the writer should know about.
6. Remember to begin your evaluation paragraph with a statement which gives your general opinion of the writer's paper. The following examples may help you:
   (a) Your paragraph (or composition) was well organized, but there were a few problems with your spelling and grammar. For example, ...
   (b) You could improve your paragraph (or composition) if you rewrote it and changed the following things: ...

Response Paper Activity:

The Response Paper Activity consists of a sequence of written interactions between students in the ESL writing class. Each student in the class first submits to a classmate a topic of personal interest or knowledge. The classmate then writes several questions s/he would like to have answered about the topic. These questions are then used by the student to organize an essay in response to the classmate. The completed essay is then given to the classmate, who responds to it through use of the Response Paper Evaluation Guide.

Continued on next page

TEACHING OF WRITING

Continued from page 5

Response Paper Evaluation Guide:

Directions: Follow these steps as you evaluate your classmate's paper:

1. Read the entire paper. Do not stop to look up any words in your dictionary. Try to understand the main idea of the paper.
2. Re-read the paper. Underline any words, phrases, or expressions you cannot understand. Do not use your dictionary.
3. State five (5) things you have learned from reading this paper.
4. If you have any questions about the information in the paper, indicate them below.
5. In your opinion, how well did the writer respond to your questions?
6. Give three (3) suggestions to the writer for improving his/her writing.
7. Return this evaluation to your classmate.

Without empirical evidence for their value relative to other ESL writing activities, no claims can be made regarding the contributions of the Evaluation Sheet and Response Paper Activity to the development of students' written expression. The fact that both are grounded in second language acquisition theory should make them attractive options to other activities for ESL writing instruction. The Evaluation Sheet and Response Paper Activity encourage ESL instructors to look toward second language acquisition theory to guide not only oral communication in the classroom, but written work as well.

About the author: Teresa Pica is assistant professor in the Program in Educational Linguistics, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania.

REFERENCES

Hatch, E. 1979. Simplified input and second language acquisition. Paper presented at the winter meeting of the LSA, Los Angeles, California, December.

Krashen, S. 1980. The input hypothesis. In J. Alatis (Ed.) *Current Issues in Bilingual Education. Georgetown University Round Table on Languages and Linguistics.* Washington, D.C.: Georgetown University.

Larsen-Freeman, D. 1979. The importance of input in second language acquisition. Paper presented at the winter meeting of the LSA, Los Angeles, California.

Long, M. 1981. Input, interaction, and second language acquisition. In H. Winitz (Ed.) *Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences* 379: 250-78.

________ 1983. Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics* 4.

TN SUPPLEMENT NO. 1: WRITING AND COMPOSITION
AVAILABLE NOW

Copies of the 16-page *TESOL Newsletter Supplement, Writing and Composition* (February 1984) are available for $1 each, postpaid (30% discount on orders of 10 or more). Send a check or money order with requests to: TESOL, 201 Transit Building, Georgetown University, Washington, D.C. 20057.

ST. MICHAEL'S COLLEGE
Winooski, Vt. 05404

- MASTER'S in TESL - 36 credits
- ADVANCED TESL Certificate Program - 18 credits
- INSTITUTE in TESL - summers only - 9 graduate credits
- THE INTENSIVE ENGLISH TRAINING PROGRAM - Intensive English courses for foreign students conducted on a year-round basis
- St. Michael's also offers Master's degrees in Counseling, Education, Theology, Administration and Special Education

write: The Director
International Student Program
ST. MICHAEL'S COLLEGE
Winooski, Vermont 05404

At last! A text that literally teaches you . . .

ENGLISH BY NEWSPAPER

Terry L. Fredrickson and Paul F. Wedel

Using authentic news articles from the Associated Press, United Press International, and Reuters, this ambitious self-study text presents learners of English with a systematic approach to reading and understanding the English language newspaper.

The reading strategies in **English by Newspaper** promote the learner's familiarity and confidence with a newspaper. Among the lessons are:

- scanning a news article
- the importance of the lead paragraph
- anticipating elements in the body of a news article
- guessing the meaning of words from context
- judging the probable accuracy of information

Authentically styled articles cover a range of common newspaper subjects, including Politics and Government; Disasters; Crimes and the Courts; Business; Strikes, Demonstrations, and Protests; War and Terrorism; and Energy.

The book includes a glossary of more than 1000 most frequently used words in news reporting.

Designed to bridge the gap between the language of the learner's text and the unrestricted language of the real world, **English by Newspaper** is the single most practical resource of its kind.

ISBN: 0-88377-375-9
Code: 7375

Prepayment price: $6.70
List price: $8.95

To request an examination copy, please visit our booth or write Dept. 40402S

NEWBURY HOUSE PUBLISHERS, INC.
ROWLEY, MASSACHUSETTS 01969

the language teacher's best friend

ON LINE

Edited by Richard Schreck
Heidelberg College

In this article, Don Loritz addresses the issue, raised by John Higgins in the December **TN**, *of using computers to provide communicative learning environments. While artificial intelligence may seem forbidding to teachers only beginning to work with computers, William Mead advocated its inclusion in a course in CALL for ESL teachers in the October* **TN**, *and several papers on artificial intelligence were presented at TESOL '84 in Houston.* ***R.S.***

CAN COURSEWARE PASS THE TOEFL?

Don Loritz
University of Northern Iowa

The plummeting cost of computing power has brought use of computers within reach of ESL instructors and awakened interest in computer-assisted language learning (CALL). But disenchantment follows close on the heels of enchantment. Most currently available courseware fails to achieve much more than novelty value. At its best, as Frank Smith observed in a lecture last summer at the University of Northern Iowa, it seduces students into doing the boring drills they otherwise don't want to do, and we don't want to teach. When the computer's novelty value wears off, students sustain interest by baiting it. "Hello, what's your name?" "Halfway." "Pleased to meet you, Halfway." While this may all be well and interactive, we are led to Wittgenstein's question: is this teaching our students language or only elaborate games which merely resemble language?

The limitations of CALL are in part biological. The human brain is a massive parallel processor; the computer is a fast but strictly serial processor. As such, it is particularly limited in its ability to handle spatial and semantic patterns. In large part, however, many of the limitations of current CALL courseware are the reflection of our failure to fully exploit such intelligence as computers do possess.

In the past, efforts to increase machine intelligence were hardware-oriented toward building bigger and faster computers. Since the advent of large scale integration and microcomputing, however, these efforts have become more software-oriented toward "artificial intelligence" (AI).

Like IQ, AI is largely verbal: the measure of a computer's artificial IQ is largely its ability to process natural language. Following modern linguistic theory, placing syntax at the heart of natural language processing catches contemporary courseware on the horns of a Whorfian dilemma: natural language is tree-structured, recursively infinite, lexically infinite, and self-transforming, yet none of the languages with which contemporary courseware attempts to teach natural langauges (BASIC, FORTRAN, PASCAL, etc.) possesses all of these qualities of natural language. Alone among computer languages, LISP (and its step-child, LOGO) is tree-structured, recursively infinite, lexically infinite, and self-transforming. This isomorphism with natural language escapes the Whorfian dilemma. It has made LISP synonymous with the field of artificial intelligence, and ought to make LISP the programming language of choice for the next generation of CALL courseware.

LISP has had the reputation of being a difficult language to learn, primarily because computer programming has heretofore been taught and learned mostly by math-types with little appreciation of LISP's similarities to natural language. Most readers of this newsletter, however, cut their eye teeth on tree structures, recursion, and transformations, and so should find LISP easy to learn. The appearance of several microcomputer versions of LISP has made LISP more accessible to linguists. P-LISP is notable among them, partly for the excellent tutorial furnished with the system. The task of learning LISP has also been made easier by the long overdue appearance of several introductory books. Winston's *Artificial Intelligence* is a good elementary survey of the field with a good introduction to LISP and LISP-based natural language processing in its later chapters. Winston and Horn's LISP is a more thorough introduction to these topics.

It is difficult to predict the precise form LISP-based CALL courseware will take. Notional-functional syllabi, like story grammars, lie at the cutting edge of basic research in artificial intelligence. In these regions of "context-sensitive" grammar, AI researchers have more to learn from us than we from them. In the near future, then, even LISP-based courseware is likely to be restricted to the domain of context-free grammar.

Drill is the pedagogical quintessence of context-free grammar: Colorless green ideas sleep (a) furious (b) furiously (c) fury. Although it is fashionable, even reasonable, to demean such drill, there are few teachers among us who do not have even occasional recourse to it. Drill has some value, and contemporary CALL researchers working in linear languages have made considerable progress toward improving drill in its classical form. LISP, however, promises to radically transform drill. In likely LISP-based courseware of the near future, students will be able to create their own dialogues, their own context. For example, a student might begin a session by typing "I want a tables for dinner." "Do you want (more than one) tables for dinner?" "No." "Oh, you want a table ___ for dinner." The student is leading the computer, not the other way around. Such a game does more than merely resemble language; it becomes language.

The potential of CALL has hardly been tapped. To tap it, the acronym must be reversed. We need language-learning assistance for computers. In this work ESL professionals have both a contribution to make and potential dividends to reap.

About the author: Don Loritz is Assistant Professor of English and Linguistics in the TESOL Program at the University of Northern Iowa and Research Coordinator of the newly formed TESOL CALL Interest Section.

REFERENCES

Cherry, S. 1982. *P-LISP*. Philadelphia: Pegasys Systems, Inc./gnosis.

Smith, F. 1983. "Microcomputers and Education." Lecture presented at the University of Northern Iowa, June 17, 1983.

Winston, P.H. 1977. *Artificial Intelligence*. Reading, MA: Addison-Wesley.

Winston, P.H. and B.K.P. Horn. 1981. *LISP*. Reading, MA: Addison-Wesley.

LETTERS

A SEARCH FOR MICROCOMPUTER COURSEWARE FOR SESD STUDENTS

February 18, 1984

To the Editor:

The CUNY Instructional Resource Center is currently surveying microcomputer courseware (both commercially available programs, as well as programs under development) which could be adapted for use on CUNY campuses in teaching standard English as a second dialect to non-traditional students from vernacular English-speaking backgrounds. Faculty-authored programs which are interactive or "tutorial" in mode and "contrastive" in pedagogy are of particular interest to us. That is to say, we are especially interested in:

1. Programs which have been designed or written by faculty, rather than computer technicians, who are knowledgeable about linguistically-based approaches to the teaching of basic English skills, and who have some understanding of the processes underlying second language acquisition.
2. Programs which utilize the computer's interactive student response processing capabilities, and which allow students to experience the microprocessor as an individualized electronic tutor.
3. Programs which apply a contrastive pedagogy to the instructional process by incorporating *standard/nonstandard grammatical feature contrasts* in the curriculum content displayed to the student.

However, even courseware of a less sophisticated nature is of concern to us, as long as it clearly targets the particular student population most in need of basic skills remediation at the secondary and post-secondary levels.

If you are aware of and/or have access to any such computerized curriculum materials, please send whatever information you can (names, addresses, phone numbers, course content documentation, printouts, diskettes, tapes, etc.) to me at the address below. Thank you in advance for your cooperation.

Carol E. Reed
c/o Instructional Resource Center
The City University of New York
535 East 80th Street
New York, NY 10021

MOST OF US HAVE NO PROBLEM WITH "IT WORKS"

January 31, 1984

To the Editor:

"What Do You Mean, 'It Works'?"—how persnickety! While "ESL is struggling to become a profession. . ." If you take a walk off campus you will get a look at the real world. In our ranks there are linguists with graduate degrees, published authors, experienced ESL instructors, and people who got the job, and took it, because they speak English. We teach in church basements. When the heat goes off in the winter we want to go home, but our students don't. We are itinerant teachers who move to four different schools in 3½ hours. There are moonlighters who would rather teach ESL all day, but have to feed spouses and children. Most of us—and we are still the majority—have no problem with "It Works."

V. Nelson
P.O. Box 378
Pine Brook, New Jersey 07058

LOOK
to Addison-Wesley
for the innovative titles teachers depend on!

NEW!

The Best TOEFL Test Book — Give your students the confidence they need to pass the TOEFL! This up-to-date program contains six full-length, timed tests, two tape cassettes, and comprehensive pre-test skill-building exercises to help students prepare for each section of the TOEFL. Ideal for self-study or classroom use.

NEW!

Voices of America — Five interviews with first- and second-generation Americans — including *Superbowl Champion Coach Tom Flores* — offer a fascinating approach to improving listening skills at the low-intermediate to intermediate level. Special focus on spontaneous speech, including use of **gonna, *wanna,* and more.

NEW!

Springboards — These exciting communication activities offer creative and challenging ways to promote natural conversation and discussion at the low-intermediate to advanced levels. Developed and tested by Richard Yorkey, a well-known innovator in the ESL/EFL field, *Springboards* will entertain, inspire, and motivate your students to build their communication skills in English.

NEW!

Three Easy Pieces — Introducing three lively new stories carefully written to help students read with greater ease, understanding and enjoyment. Each story features skill-building exercises to help develop reading strategies and language skills at the low-intermediate to intermediate level. Written by the authors of Addison-Wesley's bestselling advanced level text, *Reading By All Means.*

For more information about these and other ESL/EFL materials you can depend on, please write or call:

Addison-Wesley Publishing Company
World Language Division
Reading, Massachusetts 01867 (617) 944-3700
or your local Addison-Wesley representative

IT WORKS

Edited by Cathy Day
Eastern Michigan University

This teaching tip is one I immediately tried in one of my classes and found that it did work for my students. Why not try it for yourself? **C.D.**

A TECHNIQUE FOR TEACHING VOCABULARY

by Sandra Heyer
Santa Cruz, California

The memorization of new vocabulary is usually a solitary task, a task accomplished outside of class. Many ESL learners, however, lack the time or the know-how to learn new words on their own, and it is necessary to set aside some class time for vocabulary work. The following system of teaching new vocabulary has worked well in my classroom. Suppose that your ESL class meets every day, Monday through Friday. The system would then work like this:

Monday

Have ready a stack of blank flashcards. All the students should be able to see the word you will write on the flashcard. During the course of the class, make a flashcard for each word or phrase that is new to most of the students, and which would be useful to them. Establish the meaning of the new vocabulary through examples and definitions. Students who are still not sure they understand the meaning of a word or phrase can consult their dictionaries.

Tuesday

1. Begin the class by showing the vocabulary cards from Monday one by one. Read each word or phrase aloud and ask students for definitions and examples that make the meaning of the words clear. Some students will define words incorrectly; for example, a student may illustrate 'to shout' with the following description: "A policeman takes out his gun and shouts the robber." Write 'to shoot' on a separate flashcard, and take a minute to contrast pronunciation. Add 'to shoot' to the stack of new vocabulary. The mistake becomes a contribution.

2. Make a flashcard for each important new word or phrase the students encounter during the class. Label the stack of cards "Tuesday."

Wednesday

1. You now have two stacks of flashcards, one stack from Monday, and one stack from Tuesday. Begin with the stack from Tuesday. Show the cards to the students one by one and ask them to define or illustrate the new words.

2. Hold the stack of cards from Monday so that only you can see the words written on them. One by one, define or illustrate the new words, but do not say the new words. Students guess which word you are illustrating. If the new word falls in the middle of an explanation, replace it with a spoken 'beep.' ("It was so noisy at the soccer game, I had to ___'beep'___ so my friend could hear me.") If a student supplies a synonym for the word you are trying to elicit, acknowledge it by adding that word to the flashcard. For example, if a student supplied

Continued on next page

TEACHING VOCABULARY

Continued from page 8

'yell' in the illustration above, the flashcard would be amended to read "to shout/to yell."

3. Make a flashcard for each important new word or phrase the students encounter during the class. Label the stack of cards "Wednesday."

Thursday

1. You now have three stacks of cards. Begin by showing the students the cards from Wednesday and eliciting definitions and illustrations.

2. Hold the cards from Tuesday so that only you can see them. One by one, define or illustrate the new words. Students guess which word you are defining or illustrating.

3. Pass out the flashcards from Monday to the students. Tell them to hold their card/s so that no one can see them. One at a time, students describe the words they have and the other students guess what they are. When all the words have been guessed, collect the flashcards. The students are now finished with Monday's words. Store the flashcards in a box from which they can be retrieved for review later.

4. Make a flashcard for each important new word or phrase the students encounter during the class. Label the stack of cards "Thursday."

By the fourth class the pattern is set. You will always have three stacks of vocabulary cards, and each stack goes through the same four-step cycle. New vocabulary is:

1. *Recorded*: The teacher writes each new word or phrase on a card.
2. *Recognized*: The teacher presents the new words, and students supply definitions and examples.
3. *Recalled*: The teacher gives definitions and examples, and students supply the words.
4. *Recalled again*: Students give definitions and examples; fellow students supply the words.

A fifth step—*Review*—is accomplished through an occasional game of vocabulary bingo. Give each student a blank bingo grid—an 8" by 8" square divided into twenty-five smaller squares. Choose twenty-five flashcards from the stockpile of "finished" flashcards and show the flashcards one by one. Students copy the words, putting one word or phrase in each square—any square of their choosing. Each student will then have a different bingo card. Shuffle the flashcards and take the top flashcard. Let's say the word is 'appointment.' You say, "I am going to the doctor today. My 'beep' is at two o'clock." Students find 'appointment' on their bingo grids and put an X through the word. Continue calling out definitions and illustrations of the remaining words until a student has bingo—five consecutive horizontal, vertical, or diagonal X's. The prospect of a small prize for the winner keeps student interest high. My students and I play for big stakes—a complimentary cup of coffee during the break.

This five-step method of teaching vocabulary results in student vocabularies that are solid, useable, and almost effortlessly acquired.

About the author: Sandra Heyer teaches ESL at the Santa Cruz Adult School, Santa Cruz, California. She is the author of ***Picture Stories for Beginning Composition*** (Regents).

THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

The following article addresses one of the major problems in the ESL profession, i.e., the large number of part-timers. Because of data available, the article deals only with part-timers in higher education. We invite members who work in elementary, secondary, and adult education to define the problem of part-timers at their level and to express their solutions. We encourage those in higher education to do likewise. C.J.K.

PART-TIME ISSUES: AN INITIAL INQUIRY

by Linda Tobash
LaGuardia Community College
City University of New York

The first of two articles on part-time teachers in ESL

In any discussion of part-time concerns and employment, a point that must be stressed is that part-timers constitute an extremely diverse subgroup. A part-timer's needs, motivations, and experience differ not only from full-time faculty's but also from other part-timers'. In other words, all part-timers are not alike. They do not always seek part-time positions for the same reasons, nor are they equally qualified or equally compensated for the work they do. In fact, they do not all *want* the same returns for their efforts. This is not only true within an institution but sometimes even within a single department.

This article, which is the first of two, will attempt to define who part-timers in higher education are, what motivates them, and what needs they meet in higher education. The ESL part-timer and employment situations will be discussed in the second article, but here the part-time situation will be presented from a general perspective. It is important for ESL professionals, especially those who are part-timers, to place themselves in an overall context and to identify general perceptions which, while true for a majority of part-timers, may very well *not* be true for all of them.

Community of Interest

It is not an easy task to identify *who* part-timers are for they have a variety of educational backgrounds and extremely diverse experiences. In addition, identifying what *motivates* individuals to accept part-time positions is even more crucial, especially for one committed to improving the part-time employment situation via collective bargaining. The need to identify a "community of interest" underlies any attempt to bargain collectively. However, even though the need is apparent, few attempts to classify part-timers systematically have been made. Tuckman (cited by Leslie, Kellams, and Gunne, 1982. p. 37) reported data on 4,000 part-timers from over 125 colleges as part of a 1978 AAUP (American Association of University Professors) study. Tuckman identified the following seven categories which are presented here in descending order of frequency:

Full-mooners (27.6%): persons who held a full-time job of 35 or more hours per week in addition to their part-time position;

Students (21.2%): persons who registered for a degree program in a different department or institution from the one in which they were employed part-time (excluded graduate or teaching assistants);

Hopeful full-timers (16.6%): persons who reported that their primary reason for becoming a part-timer was that they could not get a full-time position;

Part-mooners (13.6%): persons who held two or more part-time jobs of less than 35 hours per week;

Part-unknowners (11.8%): persons whose motives for becoming part-time did not fall into any other category;

Homeworkers (6.4%): persons who reported that their chief reason for working part-time was to take care of a relative or child;

Semi-retired (2.8%): those reporting their reason for working part-time was that they were semi-retired.

In a separate study Leslie et al. (1982), using Tuckman's taxonomy, arrived at surprisingly different percentages: ***full-mooners*** constituted 51% of their population, ***part-mooners*** 10.6% and ***hopeful full-timers*** 6/7%. In this study, Leslie et al., further described motivations. In interviewing 104 part-timers from 14 colleges, they reported that individuals could be categorized as being primarily, but not solely, motivated by one of four reasons: a) intrinsic, b) professional, c) careerist, or d) economic.

Intrinsic motivations were found to be the most frequent and the most important. Leslie et al., stated, "Those who are intrinsically motivated seek some sort of personal satisfaction. They teach for the enjoyment, fulfillment, a sense of accomplishment, the opportunity to be heard, or to make a contribution to human development. Others teach to escape a more routine or less stimulating environment. Still others teach for the prestige or status attached to college-level instruction. In all cases, it makes them feel good, and they view it almost as a form of recreation, if not therapy" (pp. 41-2).

The second most frequent motivating factor was termed *professional*. These individuals, most commonly "full-mooners," were dedicated to their primary profession which was usually in a nonacademic field. They used part-time teaching to bring current field practice to academia while catching up on new or developing theories. Some saw this as a means to identify promising candidates for positions elsewhere, while others viewed it as "corporate support of a community institution."

Members of the third category, labeled *careerist*, were most often looking for full-time work as college teachers. They saw part-time

Continued on next page

PART-TIME ISSUES

Continued from page 9

teaching as a way "to get a foot in the academic door" and a way to continue in their preferred professions. The hope was that when a full-time position opened up they would have an advantage over other candidates. However Leslie et al. stated that they "found little evidence that a part-time position leads eventually to full-time employment and it would appear that many of the careerist aspirations of these persons are destined to be unrealized" (p. 44).

The least frequent motivation was *economic*. In fact, it was noted that "In most cases, it was not even volunteered as a motive until interviewers specifically mentioned it. . .even among this group, earning money was never the only motive for their part-time teaching activities" (p. 46).

Given the above, it is easy to see how difficult identifying a "community of interest" can be. However, the hiring of part-time faculty is a growing phenomenon. It is predicted that by 1985 40% of all faculty in higher education will be part-time.

Meeting the Needs of Higher Education

An Australian colloquial phrase, describing part-timers as "disposable dons," quite accurately points to a major reason part-time hiring practices exist. Institutions need *flexibility* in order to respond rapidly to fluctuating enrollments, changing student populations, and unexpected student demands. Part-timers better enable institutions to do this. For example, institutions can provide flexible scheduling for working adults (a growing population in many institutions) by using part-timers to teach the evening, weekend, and off-campus classes that full-timers would rather avoid. Part-timers are also used to teach introductory-level courses thus freeing full-timers for advanced-level classes and research. Additionally, part-timers can provide instruction in emerging disciplines, specialized courses, or practical applications from the "real world" without locking institutions into long-term commitments. There are two things of importance here. First, part-timers can add depth and breadth to a department and an institution. Drescher (1982) states that they can have "a positive and stimulating impact" on both faculty and students. They bring new blood, ideas and perspectives. Secondly, as Tuckman (1981) remarked, institutions can hire them to fill a classroom today without risking a surplus of instructors tomorrow.

Equally important are *economic* factors. Part-timers cost less, and hiring them has become a practical and necessary alternative for many institutions, especially for those which must be market-responsive. Just how much part-timers cost depends on two factors: *Salary*—is it a fixed figure per course, an hourly wage, prorated?; and *benefits*—do any exist, are they pro-rated?

In what types of institutions are part-timers most commonly employed? Drescher (1982) indicates that "more than 32% of the American professoriate, well over 215,000 persons, are part-time employees. There are institutions which have seven part-time instructors for each full-time faculty member. There are even examples of colleges which operate entirely with adjunct faculty members, with no regular staff at all." Generally, community colleges employ the greatest number of adjuncts. Leslie et al. (1982) report that half or more of community colleges' faculties are part-time. Geographically, institutions in urban areas, due to the large pool of talent and experience, also use large numbers. Even major, traditional/research-oriented institutions, which usually employ the fewest (and in some disciplines appear to be reducing the number), when located in urban areas will employ large numbers of part-timers.

In the previously mentioned study, Leslie et al. (1982) also surveyed 200 institutions and reported that part-timers provided: a) 58% of all non-credit instruction, b) 53% of off-campus instruction, c) 46% of non-traditional learning, d) 42% of cooperative instruction, e) 28% of undergraduate, and f) 21% of graduate instruction. In short, they reported that "part-timers are used most heavily in areas that put a premium on flexibility, innovation, and nondisciplinary teaching skills" (p. 21). Leslie (1979) also remarked that part-timers are often most valuable and less well-paid at institutions where teaching is the lifeblood.

In summary, part-timers constitute a very diverse subgroup in higher education. They enable institutions to respond better to changing fiscal situations as well as provide institutions with needed flexibility. However, part-time employment meets individual part-timers' needs to extremely differing degrees. For those who enter part-time work because it stimulates them, provides them with an opportunity to contribute, or gives them satisfaction and a sense of accomplishment, the system works quite well. However, for those who work part-time for economic reasons or to gain entry into full-time positions, part-time employment can be quite exploitative since compensation is rarely equitable and since part-time positions infrequently convert into full-time positions. In short, if one's first choice is part-time employment, the system can be quite satisfying. But, if part-time work is taken because full-time work is unavailable, the system can be oppressive and unresponsive.

"Part-time Issues: A Closer Look," the second article, will examine more fully just how satisfying or oppressive the system can be and will explore in greater depth what exists for many ESL professionals.

About the author: Linda Tobash coordinates non-credit ESL programs at the English Language Center of LaGuardia Community College. She is currently a member of the Committee on Professional Standards and chairs its subcommittee on Bargaining Organizations.

REFERENCES

Drescher, N. M. 1982. The use and abuse of part-timers: II. *Campus bargaining at the crossroads: proceedings tenth annual conference.* Baruch College, City University of New York, New York: National Center for the Study of Collective Bargaining in Higher Education.

Leslie, D. E. 1979. Part-time faculty in unionized colleges. *Landmarks in collective bargaining in higher education: proceedings of the seventh annual conference.* Baruch College, City University of New York, New York: National Center for the Study of Collective Bargaining in Higher Education.

Leslie, D. W., S. E. Kellams, and G. M. Gunne. 1982. *Part-time faculty in American higher education.* New York, N.Y.: Praeger.

Tuckman, H. P. 1981. Part-time faculty: some suggestions of policy. *Change* 13(1):8-10.

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

ENGLISH ALFA

The complete English program that teaches students how to use the language and how the language works

Student Texts — Short, manageable lessons that balance the teaching of communication, grammar, reading, and writing skills, followed by consistent, thorough tests and reviews

Workbooks — Immediate follow-up practice for new skills in workbook exercises that parallel and extend each lesson—a resource for individual homework assignments

Teacher's Editions — Convenient resource containing motivating teaching strategies, clear lesson objectives, grammar notes, full-size student pages with answers to exercises, extra practice activities for each lesson, extra unit tests, suggested teaching schedules, and much more . . .

Cassettes — Dialogues, exercises, dictations, and listening comprehension exercises from the student texts and workbooks help students develop confidence in speaking and listening skills—one set of cassettes for each book

Placement Test — Helps the instructor decide at which level to place each student and provides information on individual strengths and weaknesses—test package includes 25 tests, 50 answer sheets, and an answer key, and an instructor's manual

Houghton Mifflin International Division
One Beacon Street, Boston, MA 02108, U.S.A.

ENGLISH ALFA

REVIEWS

Edited by Howard Sage
New York University

AN AMERICAN SAMPLER

by Kenji Kitao et al. 1983. Addison-Wesley Publishing Company, Reading, Massachusetts 01867 (160 pp. $6.95).

Reviewed by Karen Hunter Anderson
University of Louisville

An American Sampler, a reader for low intermediate/intermediate ESL/EFL students, has a dual purpose: to enhance ESL students' reading skills and to inform students about various aspects of American culture. Although there are many cultural readers available for ESL students at the intermediate levels, few offer reading selections which stimulate the reader with such intellectually challenging contents (see "My Religious Life," pp. 79-80) or with such interesting realia as wedding invitations, T.V. listings, and poetry.

The text itself accomplishes the double purpose well, although more analysis of the reading material and the cultural information is possible through the analytical exercises and discussion questions in each section. So, while discussion questions dealing with the writer's intentions appear in a reading selection about Devil's Tower (p. 15), a natural landmark in Wyoming, none accompany subsequent readings on various American cities.

Originally a three volume reader/workbook published in 1982 by Japan International Center, the text was a result of the College Reading

Continued on page 12

DRAMA TECHNIQUES IN LANGUAGE LEARNING

Second Edition

by Alan Duff and Alan Maley, 1983. Cambridge University Press: New York, New York 70019 (234 pp. $19.95 hardcover, $8.95 paper).

Reviewed by Alan Gerstle
New York University

What do activities such as silently shaking hands, moving about in slow motion, recollecting dreams, interpreting Rorschach-like inkblots, presenting a fashion show, interrogating a crime suspect, and composing a poem suitable for the talents of a computer have in common? They are among the potpourri of 175 communication activities described in Alan Maley and Alan Duff's *Drama Techniques in Language Learning: Resource Book of Communication Activities for Language Teachers*. As its subtitle indicates, this is a resource book, one which the ESL teacher can dip into for a change of pace from standard classroom activities or as a guide for integrating dramatic techniques into an ongoing ESL curriculum. The major premise that informs the methods described in this book is that language is as much a part of our physical and emotional selves as it is a code consisting of a vocabulary, grammar, and syntax—elements which are emphasized in the typical ESL classroom.

This book is a new and expanded edition of the original, published in 1978. This new edition contains five new sections titled, "introduction and warming-up," "creation and invention," "word-play," "problem-solving," and "the use of literary texts, poems and songs." These sections serve not only to extend the range of exercises but to aid the instructor in selecting activities for concentration on specific ESL skills. Central to the methods described in the book is the authors' concept of "dramatic." By the term "dramatic," the authors mean activities wherein the student brings his/her own imagination, memory, and experiences to bear on activities which require imitation, mime, and gesture as well as language. Furthermore, such "dramatic activities" are designed to arouse interest in the student. For example, in the exercise "observation of the room," the teacher asks the students to observe the classroom for two minutes, then close their eyes, and *silently* answer questions about the physical appearance of the room. Then they open their eyes and verify their observations, explaining to a partner what they did and did not remember. This simple emendation of an ESL task of having students describing objects in a room or photograph greatly enhances motivation for language production. It provides an atmosphere of suspense because the student wonders whether he/she accurately described the room; it requires imagination because the student must conjure up the room's image; and it provides motivation because the student conveys to his/her partner what he/she actually remembered, and it allows the students to compare perceptions. Such language use conveys true information, i.e., informing others of what they don't know already: how much one actually remembered accurately.

Take another example. This one is from the section titled "Creation and invention." "Teaching a Martian to breathe, walk, eat, sleep" is an exercise which requires the ESL student to demonstrate through movement and gesture basic human activities within a playful, imaginative context. Furthermore, the student must use language functions such as questioning, answering, defining, suggesting, sequencing, explaining. What makes this activity dramatic is that the physical involvement generates the language functioning. Compare this activity with a so-called "dramatic" activity of asking for or giving directions. Like most other activities described in the book, this one provides great potential for physical, emotional, and imaginative involvement. And if the involvement is present, the language should follow.

The authors view the role of the teacher as that of a facilitator or "animateur," whose job it is to provide a rich context that activates the students' desire to communicate. The authors emphasize this point because it is embodied in their philosophy of language learning, which is discussed in their excellent introduction. Language learning is not only the mastery of the symbols and syntax of a language, but the ability to understand role, setting, status, mood, attitude, feelings, and shared assumptions and knowledge—the multiplicity of factors inherent in any communicative situation. Moreover, we use language to effect change, whether cognitive, emotional, or behavioral. This idea resembles "speech act" theory as developed by Austin and later, Searle. This theory centers on the idea that language is performatory, that it functions to change the relationship between sender and receiver. This belies much of the "hidden" philosophy of many ESL texts, which stress the propositional or content aspect of language.

To aid the instructor in selecting appropriate exercises, the authors include a chapter titled "Language Needs." Here are listed eleven major

Continued on page 12

ENGLISH FOR SCIENCE AND TECHNOLOGY: A HANDBOOK FOR NON-NATIVE SPEAKERS

by Thomas N. Huckin and Leslie A. Olsen. 1983. McGraw-Hill Book Company, New York, N.Y. (xvii + 549 pp., $18.95).

Reviewed by Janet C. Constantinides
University of Wyoming

In the past several years, there has been a marked increase in the number of foreign students attending colleges and universities in the United States. The majority of these students are in fields of technology, science, and business. Many of them are required to take a course in scientific and technical writing; others elect to take such a course because of its relevance to their field of study. Those of us with foreign students in our scientific and technical writing classes realize the added problems that these students have. Not only are they not familiar with the forms and formats of technical writing in English; they also often have problems in being able to use the grammatical, syntactical, and rhetorical patterns of English correctly. I have long been looking for a textbook that would take into account the special needs of foreign students. For that reason, I was very excited when I saw *English for Science and Technology: A Handbook for Non-Native Speakers*, by Thomas N. Huckin and Leslie A. Olsen (McGraw-Hill, 1983). This book contains all of the material in the sixteen chapters of *Principles for Communication for Science and Technology* by the same authors. It has an additional eight chapters plus three appendices especially written for non-native speakers. And herein lie both the strength and the weakness of the book.

In those chapters which are identical in the two books, the "core" chapters, the authors have attempted to incorporate a "functional-rhetorical approach which emphasizes the communicative use of language rather than simply its formal aspects." It "places . . . emphasis on the psychological and rhetorical principles underlying communication" (p. xv). That approach

Continued on page 13

DRAMA TECHNIQUES

Continued from page 11

categories of language functions. Among these are: eliciting information, seeking confirmation, expression of certainty or uncertainty, suggesting, self-correction and reformulation. These useful categories contain sub-categories along with specific examples of each, which can assist in pinpointing exercises for addressing specific language skills.

I've used several of the exercises from the first edition and have found the authors' assertions valid. My intermediate level students did become motivated, interested, and involved, even excited. Furthermore, they began to feel at ease with the exercises and developed group identification—two aspects of the work the authors view as essential. Some ESL teachers may be wary of the exercises, fearing they are too unstructured or believing they will not have adequate control of the classroom. However, by introducing basic language structures into meaningful contexts and by gradually introducing the exercises into the syllabus, these structures will be learned more effectively, as my experience has shown and as the authors predict.

While the methodology behind these "dramatic" activities is fairly new in language training, it is established in theatre. Most actors are trained to find the context, the relationships and the emotional fabric of a play and its characters. The mere memorization of lines is obviously only the skeleton upon which the actor builds his/her role. The actor is trained to get the attention outside the self, thereby eliciting his/her character's motivation. In turn, the character's emotional and physical life is conveyed to the audience. The authors cite references to dramatic texts and related sources in their helpful bibliography, which will benefit anyone interested in exploring their methodology further.

I have listed several exercises from different sections of the book so that the reader has a glimpse of some of the activities available.

Warm-up (Maestro): The teacher plays a selection from a symphony; the students "conduct" the piece. Or the students may mime the playing of the various instruments.

Group Dream: The students lie or sit with their eyes closed. One student imitates a dream; others join in with details or continue the story.

Cork, Stones, and Wood: Students close their eyes and touch stones. They imagine the stones' colors and histories.

Signs of the Future: Pairs of students design signs and notices which might appear in an emerging civilization. The students make up their own language; other students must try to guess the meaning of the signs.

The exercises in the book are suitable for any level ESL class. In addition, the authors give suggestions on how to adapt the exercises to seit the students' proficiency. In their section titled "Some Practical Considerations," the authors give ample recommendations concerning such topics as redesigning the classroom space to make it more amenable to the activities, how to handle "difficult" students, and how to establish good student-teacher rapport so that the class may fully benefit from the classroom environment. These guidelines along with the sample "A day's work" section should provide sufficient information to get any teacher started.

About the reviewer: Alan Gerstle is a Ph.D. candidate in communications at New York University and is an actor.

REFERENCES

Austin, John. 1962. *How to Do Things with Words*. New York: Oxford University Press.

Searle, John R. 1970. *Speech Acts*. New York: Cambridge University Press.

SAMPLER

Continued from page 11

Materials Research Project, funded by the Japan Association of Language Teachers (JALT). The goal of the project was to develop reading materials that would be interesting, inform students about American culture and various literary forms, and improve their reading skills. The developers provided their students with some useful hints on increasing their reading proficiency and their knowledge of American culture. These hints included (1) opening their minds to a different culture and trying to understand a different way of life; (2) paying attention to such differences in literary forms and personal writing styles as the differences between a formal essay and a personal letter; (3) trying to read without translating and using only an English-English dictionary; (4) studying further about American culture outside of the classroom; and (5) reading as much as possible in English instead of in their native language.

The contents of the condensed version by Addison-Wesley live up to these goals and make it easy for the students to follow the developers' suggestions. The essays, arranged according to difficulty, provide the students with reading material on American social problems, history, social roles, and aspects of everyday American life. Various forms which utilize writing, such as recipes, poetry, menus, dialogues, and newspaper columns, provide direction within the context of a reading selection for further study of American culture. The accompanying exercises were developed to help students understand the selections as well as to measure and then improve their reading and writing skills. Exercises on outlining, visualizing, and sequencing, for example, help students

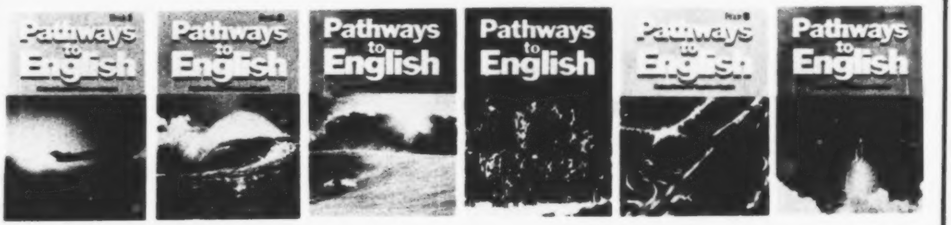
Continued on page 13

McGraw-Hill presents

NEW

PATHWAYS TO ENGLISH

NEW



The new series for secondary to young adult levels that effectively achieves a balanced development of communicative competence and language mastery.

McGRAW-HILL BOOK COMPANY/INTERNATIONAL GROUP
1221 Avenue of the Americas, New York, New York 10020

SCIENCE AND TECHNOLOGY

Continued from page 11

is definitely a strength in the book. Items are not discussed in isolation, but there is a constant attempt to place them into context. In that regard, throughout the book there is continued consideration of the importance of audience for the writer in adopting appropriate tone, style, format, in selection of detail, and even in choice of sentence type. Some sections in which this is done particularly well occur in Chapter 6, "Orienting the Non-specialist": the discussion of how to state a conflict or a problem-solving approach, the outlines on pages 97 and 99 of introductions for the non-specialist, and also the discussion on pages 98 and 99 in which underlying values of Americans are made explicit. Similarly, in Chapter 7, "Visual Elements," the authors have raised to a conscious level for native speakers some of the decisions about which visuals to use when thereby presenting, again, underlining values and criteria which are culture-bound so that the non-native speaker can become aware of them. When the authors undertake this kind of explanation, they are at their best. Simply telling a non-native speaker what to do is not always adequate, but if it is accompanied by an explanation of why it is done that way or how the reader will react to it, then it can be very useful for non-native speakers.

The other strength of the book is in its chapters 16 through 22. These are the chapters that form the "handbook" and deal with the use of the article in English, relative clauses, cohesion, modals, verbs, and connectives. The explanations in these chapters almost always include some contrastive analysis. This is a sound applied linguistics approach to the teaching of language and certainly is to be applauded. The authors have chosen these particular grammatical/syntactical features to discuss because, in their experience, they are the ones most difficult for non-native speakers. And generally they do a good, or at least an adequate, job of explaining them.

For example, Chapter 17 on using the indefinite article deals with the concept of countability, a difficult concept for most non-native speakers, and does a good job except for some small cultural/rhetorical problems. For example, when they talk about uncountable nouns as those that "do not have a distinct shape or form," they then list "rice" as an example. To many foreign students, it would be only too clear that rice has both shape and form. A similar weakness of the "handbook" section occurs in Chapter 22, "Verbs." The authors identify the five tenses frequently used in scientific and technical writing, and their explanations and examples of each are well done. But, they fail to go the necessary one step further and talk about the use of various verb tenses in sequence; that is, if a student is writing about a past event, he needs to be able to choose appropriately between past, past perfect, and past progressive.

One other point about this "handbook" section that concerns me is the use of grammatical terminology. In the Preface, the authors state that the book is aimed at both university-level students "who are using English in their studies and who plan to continue their technical careers" *and* "practicing scientists and engineers who need a self-instructional reference book in written and oral English for technical communication." They say that the teacher's manual, which is available to the second group, would make this usable as a book for self-instruction. At the time of this writing, the teacher's manual is not available, so I am unable to evaluate how helpful it would be. But certainly, without that manual, many non-native speakers of English would, in my experience, find it difficult to understand and follow the explanations because of the use of grammatical terminology.

There are, then, two major weaknesses with the book, in my opinion. The first is the lack of cultural awareness in the "core" chapters. Foreign students whose native languages are not English will not be able to understand some of the explanations and discussions presented in those chapters because the cultural "givens" will not be known to them. For example, in Chapter 5, "Basic Types and Patterns of Arguments," in the section on "Expectations About Claims and Proofs," one of the exercises presents sample introductions and summaries. The instructions ask the student to "Predict what claims or numbers need to be proved to make a convincing argument." For many foreign students, this exercise will have no meaning because in the cultures from which they come if a certified engineer, for example, makes a statement, that is proof enough. The proof rests in the authority of the speaker. In the first example in that exercise, the summary includes the qualifications of the people who have been consulted in working on the particular wind turbine project. Again, this will be culturally difficult for some students to comprehend since in their culture having to quote others or appeal to the authority of others shows a lack of security on the part of the principal investigator and therefore calls into question his ability to be an authority.

Or another example in the same chapter. The authors say, "You should know that arguments based on expediency, advantage, or use are much more frequent in most types of technical writing—indeed in most areas of our lives—than are arguments based on intrinsic worthiness or merit." Again, this is a culture-bound approach: these are the values underlying the culture of Americans; they are not the values that necessarily underlie the culture from which the non-native speaker came, and he/she may find it very difficult to recognize the arguments of expediency or, even if he/she recognizes them, to be able to accept and produce them without some further explanation and instruction. Again, a few pages later, "In some ways, once you have the criteria, the generation of the argument is easy." Not so for the non-native speaker, who may not know the rhetorical patterns of English necessary to create an acceptable argument in support of a given point for a given audience.

Another illustration of the problem occurs in Chapter 15, "Editing for Emphasis." The authors talk about the persuasive nature of technical writing, something which is often omitted in technical writing textbooks but something which I feel is very important since, after all, to some extent all technical writing is persuasive. But they don't go ahead at this point to discuss how that persuasive nature can be achieved. This cultural/values oversight in the "core" chapters weakens those chapters in the version of the text meant for non-native speakers.

The second problem with the book has to do with the lack of integration of the "handbook" chapters and appendices into the rest of the book. For example, in Chapter 15, "Editing for Emphasis," the authors use sentence-combining techniques to show how to make the reader "see" the relationship of ideas in a place of discourse. But there are no specific ways for combining those sentences discussed in that chapter. There are ways discussed in the next chapter on "Connectives," but that is not mentioned. It would have been very helpful for the user of the book if there had been a reference to the related material in the following chapter. Similarly, Chapter 19, "Relative Clauses," and Chapter 20, "Cohesion," could have been referenced in Chapters 14 and 15, which address readability. Consequently, unless the non-native speaker can recognize that the material in the "handbook" does not relate to what is presented in the "core" chapters, he/she will not be able to adequately integrate the material from the "handbook" section into the discussions in the "core" chapters.

Continued on page 14

AN AMERICAN SAMPLER

Continued from page 12

gather information and comprehend concepts without their translating the passages into their native languages. The discussion questions and the writing exercises likewise allow students to develop their oral and writing skills. In addition, students are able to improve on such a diversity of English language skills as skimming, comprehension, vocabulary development, organization, and correction through the variety of exercises offered in the text, for instance, T/F, cloze, charts, and sentence completion.

The exercises, however, could be improved by being more contextual. Although some of the culture exercises are satisfactorily integrated with the reading skills exercises by requiring students to use some of their newly developed reading skills, such as an exercise which asks the students to complete a daily schedule chart for an American family presented in one of the reading selections, most of the cultural exercises are left for discussion or further study questions, usually at the end of a lesson where they may be glossed over or ignored. Some exercises do require students to investigate such specifics of American culture as celebration of certain holidays, but most of the culturally oriented exercises provide students only with direction for further study. Often, only the best students take advantage of such learning situations. Furthermore, many times the exercises treat only the explicit content of the essay; in the selections on American television, for example, the students are not asked to induce what American television tells them about Americans.

When the three volume Japanese publication of *An American Sampler* was condensed, some very good material was, unfortunately, eliminated, such as, the literary excerpts and a lesson on the personal letter. In addition, many skills addressed in the shorter version did not constitute such an ambitious task for students when presented in three volumes. Still another drawback: the Reading Speed Chart at the end of the text emphasizes one of the less important reading-related skills developed in only 160 pages.

Nevertheless, the text maintains the high quality essay and exercise material of the original. The reading selections, which demonstrate cultural contrasts, are well-written, interesting, and enjoyable, and the exercises follow current linguistic-pedagogical theories. Overall, the text seems fun and easy to work with both for the students and the teachers.

About the reviewer: Karen Hunter Anderson has a fellowship at the University of Louisville while completing a Ph.D. in English Rhetoric and Composition. She is a co-author of *Missing Person*, Longman, Inc.

SCIENCE AND TECHNOLOGY

Continued from page 13

This lack of integration is especially noticeable in Chapter 6 in talking about oral presentations. Here the students are told to use transitions to improve oral presentations, but there are inadequate examples given. There is no section in the book labelled "transitions," but there are some very useful materials in the chapter named "Connectives," another term for the same concept. Again, it would be helpful if the two parts of the book were cross-referenced, at least. In addition, students are told to prepare for the kinds of questions that they are likely to be asked after an oral presentation, but again there are no examples. The non-native speakers need some samples of the kind of questions they can expect from an American audience and a discussion of the idea that there is nothing necessarily offensive about being asked a question. In some cultures, if a person asks a question, it is an intended challenge to the speaker; it is not simply information-seeking. That point needs to be made clear. Yet another omission is the fact that there is no discussion of non-verbal communication, for example, eye contact, body posture, body position vis-à-vis the audience. I have a third objection to the book, which has to do with format. The many tables and figures, although helpful, tend to interrupt the text in awkward ways. Consequently, there are short pieces of text tucked away among the visuals, and it is sometimes difficult to find where the text continues.

I probably will adopt this text for my class next year. My classes are always made up of native and non-native speaking students. The result of the authors' having incorporated into a scientific and technical writing text some of the latest research on psycholinguistics and language acquisition is that we have a very good text for native speakers. I think probably *Principles of Communication for Science and Technology* is a better text than the *Handbook for Nonnative Speakers* version, for the reasons I've given above. However, I haven't seen any other text for non-native speakers which does as good a job of presenting those principles that non-native speakers need to know as the Handbook version does. I don't think this is a bad text, but, I suspect, it has the potential to be an even better one.

About the reviewer: Janet Constantinides, an assistant professor of English at the University of Wyoming in Laramie, teaches ESL and conducts cross-cultural workshops for the faculty and staff.

NEW PUBLICATION

Bilingual Educational Publications in Print 1983, published in December 1983, lists more than 30,000 books and audiovisual materials from publishers in over 100 countries for use in bilingual and English as a second language programs in elementary and secondary schools and in libraries serving populations that read a second language.

Copies of the 539-page directory are available for $45.00 plus shipping and handling, from Customer Service, R.R. Bowker Company, P.O. Box 1807, Ann Arbor, Michigan 48106. Toll-free telephone: (800) 521-8110.

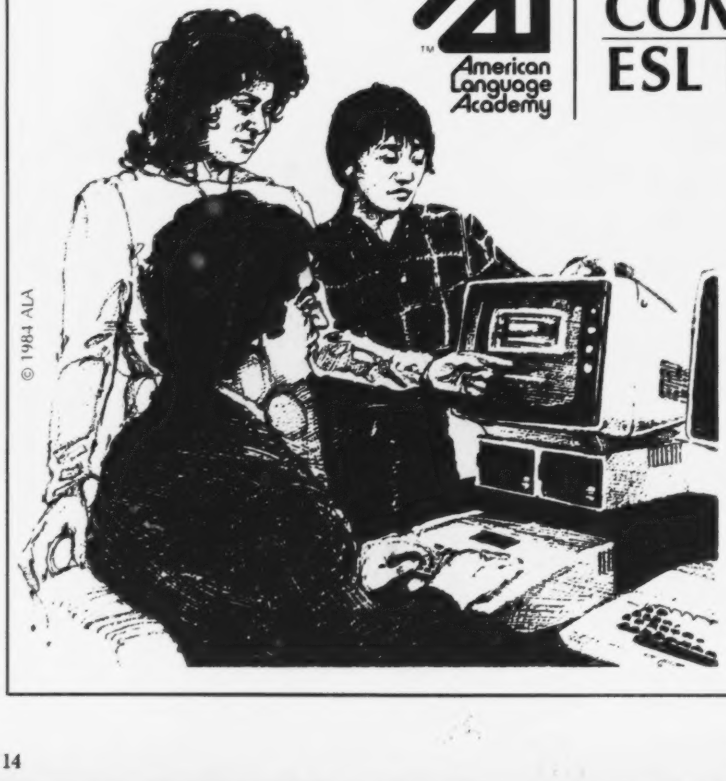
JAKARTA SITE OF ECONOMICS INSTITUTE ESL/ESP PROGRAM

The Economics Institute (Boulder, Colorado) held its first session abroad, in Jakarta, Indonesia, the fall of 1983. The Institute prepares students for graduate study in economics, business and related fields by teaching ESL/ESP and economics-related courses.

Five experienced Economics Institute ESL instructors and one subject instructor participated in this program. Classes were held in the training centers of the two banks involved. The two banks enrolled a total of 44 employees in the program.

The resident administrator, one of the five ESL instructors, spoke Indonesian, and she gave the others lessons in "Bahasa Indonesia," the Indonesian national language, prior to departure. She also flew to Jakarta before the others in order to set up the program and make living arrangements for the others. Several months earlier, Professor Wyn Owen, the head of the Economics Institute English program had visited Jakarta to make preliminary arrangements, meet some of the bank officials and inspect the training facilities. Officials of the banks had also visited Boulder and met the instructors who later went to Jakarta.

The overseas operation of the Institute's program had several benefits. A few of the most obvious were that the students had a head-start in their preparation, without the strain and expense of living abroad; there was some preselection of training candidates for the sponsoring agencies; and Economics Institute instructors learned a lot about the culture, language and country of their numerous Indonesian students in Boulder.



THE LEADER IN COMPUTER-ASSISTED ESL INSTRUCTION

American Language Academy™

- + 150 microcomputers
- + ALA ESL programs nationwide
- + CAI at all proficiency levels
- + Extensive ESL CAI software available
- + Computer literacy for ESL students

CLEAR LEADERSHIP AND COMMITMENT TO EXCELLENCE

Executive Offices
American Language Academy
Suite 200
11426 Rockville Pike
Rockville, Maryland 20852

Telephone: (301) 984-3400
Telex: 248 777 ALA UR
Cable: Amerexec, Washington, DC
Fax (G III): (301) 984-8424

THE 45TH PARALLEL— IT WORKS!

Step 1. Direct the class to practice the substitution table below. Be sure they complete all the examples.

The 45th parallel passes through	**Outer Mongolia** **the great wine regions of France** **TESOL'S OREGON SUMMER**

Only the	**longitude** **climate** **culture**	differs. <<< Have partners supply additional words.

The TESOL Summer Meeting is	**July 13th and 14th** **the 13th and 14th of July**
The plenary speakers are	**Mary Ashworth** **Charles Blatchford** **Wilga Rivers** **Henry Widdowson**
The TESOL Summer Meeting is	**in Corvallis, Oregon USA** **at Oregon State University** **on the 45th parallel**

Presenters will be	**H. Douglas Brown** **John Fanselow** **Elaine Tarone** **Carole Urzua**	**Russ Campbell** **Ann Johns** **Jan Ulijh**	<<<INCLUDE YOURSELF

Step 2. Explicit Facts Reading Exercise—Encourage the use of a highlighter to note the most important facts.

THE 1984 TESOL SUMMER MEETING

Local host ORTESOL and Meeting Director Marianne McDougal invite you to the camaraderie of TESOL's Oregon Summer in the scenic Pacific Northwest. In recognition of sharing the 45th parallel with the renowned wine regions of France and the great goat cheesaries of Outer Mongolia, the pleasure of your company is requested at a Wine and Cheese Reception to be held at the historic Corvallis Art Center at 9:00 pm, Friday, July 13 following a full day of plenaries, papers, and presentations.

Following another day of professional and intellectual stimulation with your peers and colleagues, the indigenous culture of the Pacific Northwest will be celebrated with an open pit, Native American Salmon Bake beneath the towering firs of Avery Park. The Wine and Cheese Reception is free and open to all Summer Meeting participants. The Salmon Bake requires pre-registration and costs $12.50 per person.

Tours will be arranged for Sunday, July 15th if pre-registration shows enough interest. We are planning a tour of Oregon wineries for Sunday morning that will terminate at Portland International Airport at 3:00 pm, and another to Newport, a fishing harbor on the Oregon coast west of Corvallis.

Step 3. True-False Quiz. Put an "X" in the appropriate spaces below. The first several have been done for you.

True	False	
X	____	1. The TESOL Summer Meeting is at the midpoint of the TESOL Summer Institute.
X	____	2. The TESOL Summer Institute is June 25-August 3.
X	____	3. The Institute will offer a variety of short workshops the week before and the week after the Meeting.
____	____	4. Aaron Berman, the much traveled TESOL Promotions Director, can readily supply Mongolian goat cheese.

Marianne McDougal, '84 Summer Meeting Director, recently selected the Pacific Northwest wines which will be served at the meeting's wine and cheese reception Friday, July 13th.

Step 4. Attending to Details—Those with extra time to fill at the end of class may wish to use the following passage as the basis for mnemonic exercises.

Housing will be available in OSU residence halls at the rate of *$44* for a single room, *$31* for a double. The price is for three nights, July 12-13-14, check out on the 15th. A meal plan is also available for *$19*. It includes 6 meals (*3 breakfasts, 2 lunches, 1 dinner*). The meeting will be held in the LaSells Stewart Culture and Conference Center, across the street from the football stadium on SW Western Blvd. Parking is available in the stadium parking lot. On site registration will be at the Stewart Center. Preregistration is through the TESOL Central Office in Washington, D.C. A registration form is found elsewhere in this newsletter.

The patio of the Corvallis Art Center, where TESOLers will sample Northwest wines and cheese after a day of papers and workshops.

Step 5. Oral Exercise (Call for Papers)

Warm up for the fall term conference season, get in shape for 1985 & TESOL New York: give a paper at the TESOL Summer Meeting. Abstracts are due April 30th. See the February *TESOL Newsletter* for a form or write: Marianne McDougal, Director, 1984 TESOL Summer Meeting, ELI, Oregon State University, Corvallis, OR 97331 USA.

Step 6. Remember—It Works!

TESOL's Oregon Summer
Just south of the 45th Parallel
in Corvallis, Oregon USA

TEACHING ENGLISH TO NAMIBIANS

by E. J. John
United Nations Institute for Namibia

The United Nations General Assembly established the United Nations Institute for Namibia in August 1976. Located in Lusaka, Zambia, it is both a training and research institution which focuses primarily on training middle level administrative and secretarial personnel for future Namibia.

All the students, drawn from far-flung refugee camps, are of Namibian origin and are products of the apartheid system of education. Most come from schools where Afrikaans is the medium of instruction and where English is taught cursorily, if at all. As a result, many of the students enter the institute with little or no linguistic facility in English or in any international language.

To cater to the academic needs of the students and, ultimately, the manpower needs of the nation, the institute offers a variety of instructional programs, through the medium of English, central among which is a three-year diploma course in Management and Development Studies for administrative trainees. There is also a two-year secretarial training program to train supportive staff for administrators in government and business. The situation necessitates ELT programs for the trainees.

1. ELT for Administrative Trainees

Before the trainees join the institute, an entrance test in English is administered to determine the candidates' present levels of proficiency in the target language. Constraints of time and distance preclude the testing of all the major language skills. Therefore it is not always that we get a sizable body of students whose communicative competence is uniformly high. While the varying abilities of the students might argue a case for holding pre-sessional English courses of flexible duration, the rigidity of the academic program does not allow induction of students into it on a staggered basis. Against all pedagogical norms, therefore, the teachers are left with no option but to incorporate the basic skills of English into the in-sessional programs.

The English program lasting two years uses the classroom and the laboratory to integrate the various language skills. Emphasis is placed on study and communication skills as part of the foundation year program. In the second year there is a shift of bias to applied skills.

Faced with the task of having to teach everyone from the false beginner to the fairly proficient, the staff at the institute does not find it easy to adopt an effective overall strategy. The same materials are used for all the students but behavioral objectives are modified to accommodate the various levels. This calls for streaming. However, forming homogeneous groups is easier said than done. Therefore student performance in English is reviewed at the end of each term and, based on the results, the students are restreamed. The lecturers use methods ranging from communication skills practice based on repetition and analogy function to rule-generalization strategy, without necessarily making the methods mutually exclusive. The communication skills that are introduced in the classroom are then practised in the language lab for reinforcement and consolidation. Routine situations that customarily occur both in the classroom and in the student hostels are drawn on to develop models of communication. Such language has two dimensions, one functional and the other notional (situational). These two interact to create authentic dialogues. These are introduced and then practised first by imitation and repetition, then by single responses to question cues and later by role-playing or two-way exchange which lends itself to pair work in the lab. The lab exploits the principle of student participation more effectively and less obtrusively than in the classroom, giving each student roughly 15-20 minutes of practice time. There may be an element of make-believe in some of the situations, but a transfer from this to an authentic situation should be anticipated.

The language lab mode is not without its problems. It is not possible for a teacher to monitor 20 students all at the same time. Errors often go unmonitored and therefore are reinforced. Again, some students tend to parrot the models provided. Either way, one suspects that cognition is seldom achieved by such students. That raises a crucial question. Would a functional/notional approach help the student to systematize his rather disjointed knowledge of the language? As the student is still learning to manipulate a new tool, perhaps the more traditional rule-generalization (cognitive) method should precede exercises of this nature? Or would it suffice pedagogically to provide grammatical explanations in discrete units as need arises during communication practice? A grammar component runs concurrently with communication practice without their necessarily

Continued on page 24

Cambridge ESL

Cambridge American English

Clear Speech
Pronunciation and listening comprehension in American English
JUDY B. GILBERT

CLEAR SPEECH

Presents a new approach to listening comprehension and pronunciation through intonation, stress, and rhythm. Clear, non-technical explanations for students accompanied by listening activities and practice exercises.
Student's Book: 28790-1 / Teacher's Manual: 28791-X/ Set of 2 Cassettes: 24570-2

How to Survive in the U.S.A.
English for travelers and newcomers
NANCY CHURCH and ANNE MOSS

How to Survive in the USA

For intermediate students who need to handle real-life situations using American English: telephones, public transportation, banking, hotels, airports, shopping. Informative readings about American customs, and speaking and listening exercises that promote effective communication.
Student's Book: 27206-8/Cassette: 25111-7

Functions of American English
Communication activities for the classroom
LEO JONES and C. VON BAEYER

FUNCTIONS OF AMERICAN ENGLISH

Teaches students how to *do* things with English: ask for information, describe, suggest, persuade, advise, complain. Presents appropriate language for different social situations and gets students talking with communication activities and tasks for pair and group work.
Student's Book: 28528-3/Teacher's Manual: 28529-1/ Cassette: 24211-8

CAMBRIDGE UNIVERSITY PRESS
32 EAST 57TH STREET/NEW YORK, NY 10022/212 688-8888
Outside the U.S.A. and Canada order from your usual ESL supplier, or in case of difficulty order directly from Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

UNESCO: SPEAKING WITH ONE VOICE IN MANY TONGUES

The following article is reprinted from **alsed Newsletter**, *No. 31, and is written by the President of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes) a federation of language teachers' and applied linguists' organizations with which TESOL is associated. It serves to remind us, whose profession is the* **English** *language, that our problems and aims are shared by teachers and learners of many languages in many contexts throughout the world.* ***L.H.-L***

The experts in a symposium on the evolution of content and methods of language teaching in developing countries and the production of teaching materials suited to national needs and bilingual or plurilingual education, organised in Paris by UNESCO in April 1983, reported on their experiences of mother tongue and second language teaching in Algeria, Nigeria, Burundi, Madagascar, New Zealand, France, Bolivia, Morocco, Brazil, the U.S.S.R., Zambia, Peru, the People's Republic of China, Indonesia, Congo, Italy, and Hungary. In addition to FIPLV (Fédération Internationale des Professeurs de Langues Vivantes), other non-governmental organisations such as AIMAV (Association International pour la Recherche et la Diffusion des Méthodes Audio-Visuelles et Structuro-Globales), AILA (Association Internationale de Linguistique Appliquée), and the IRA (International Reading Association) participated as observers. A series of substantial papers provided the background for the symposium. At an earlier meeting in August 1982 UNESCO's contribution to the promotion of the mother tongue as an instrument of education and culture had been discussed. In its Second Medium-Term Plan for 1984 to 1989 UNESCO has committed itself to a 'sustained effort . . . on behalf of mother tongues and national languages, encouraging their use as an important bearer of culture and as a vehicle for education.'

The purpose of this symposium was: to exchange experiences relating to mother-tongue teaching and that of regional intercommunication languages; to identify trends, objectives, and final goals in the development of teaching these languages; to define the possible applications for the results of linguistic and pedagogical research to educational practices; to envisage the fields for regional and international cooperation as regards the elaboration of teaching methods and materials suited to national needs.

The major points emerging during discussion were as follows:

1. *The multiplicity of languages spoken as a mother tongue*

Countries such as Nigeria and Indonesia have each identified as many as 400 languages. Where Indonesia has declared Indonesian as the country's official language for the encouragement of national unity (despite Javanese having been the language of the majority), other countries have made a judicious selection of languages (for example, the administrative role of English in Nigeria) or identified a few languages (in Zambia four out of seven languages) as 'catalyst languages.' In India there are two official languages, but all the languages of the country are national languages. In Hungary children have the right to receive education in their mother tongue or local dialect, and then the right to study the literature of that language. They also enjoy the right to study four languages: German, Russian, Slovene, and Serbo-Croat. In Peru fifty different languages are spoken. Since communication is occasionally not possible through any of the indigeneous languages, Spanish is frequently used as a lingua franca. The result is that Peru is now pursuing a policy of encouraging Spanish as the official language and the development of the several vernacular languages. With fifty-five minority languages, in some cases with several million, in others with several hundred speakers, China guarantees the equality of minority languages in the constitution. Since 1957, in order to facilitate communication, China has been engaged in an attempt to base its languages on the Latin alphabet, that is, to have the writing reflect a grapheme/phoneme correspondence.

2. *The complexity of the different contexts in which mother languages are spoken*

To add to the above, 30% of all Italians, it was claimed, do not speak or write standard Italian, only their local dialect. Sporadic attempts are being made in Madagascar to develop a language policy: the national language is being introduced region by region. In New Zealand, the growth of Maori, now with some 60,000 speakers, is being identified with national heritage and unity. In Burundi 90% of the population live in rural communities, with consequent language deprivation.

3. *Practical and other difficulties in the formation of modern language policies*

Some of these are referred to above, but in some cases foreign languages served—or could serve—a vital role as unifying languages in a complex structure, or, as in the case of English, French, German, Arabic, and Dutch in Indonesia, as 'windows on the world,' an important counter to the dangers of insularity.

4. *The problematics of defining national needs*

These needs may be political in some circumstances, educational, social, or economic in others; in some cases all these factors bear on the question of language learning harnessed to needs. An inherent problem in virtually all systems is to define 'national' or 'community' needs in those countries where compulsory education lasts ten years or so, and where technological, scientific, population, economic, or social changes are relatively rapid. The key concepts in these situations are flexibility and adaptability, concepts which must be at the heart of modern-language policies and have important consequences for the construction of the several multilingual curricula which are needed in secondary education.

5. *The preparation of materials for language instruction*

Problems relating to the above are manifold: cost, distribution, matching of texts to learners' environment, the correct printing of vernacular languages, as well as the standardisation thereof. No materials are available in Bolivia for the teaching of Spanish as a foreign language; despite the common belief, Bolivians do not all speak Spanish. Bolivia is a country with some thirty mother tongues. Textbooks in Hungary are rarely up-to-date in terms of the language used in them. The use of images in Haiti in order to bring the languages of French and Creole together among peasant communities demonstrated how graphic representation could facilitate communication better than the printed word in certain circumstances. The question of the status of a language in the eyes of a given community was also bound up with its accessibility in written or printed form. Rural communities seemed to be the most wanting. In Zambia, where some teachers have only their classrooms to live in, the production of more materials can produce greater economic problems.

6. *The gulf between*

A number of countries reported a considerable lack of mutual knowledge and understanding between teachers in schools, teacher trainers, university staffs, and linguists. The fruitful interplay between these happens only rarely, even in countries outside the context of this particular symposium. By negative reflection, it demonstrates the vital function of FIPLV member organisations in encouraging continuity and interflow between the inevitable divisions contained in all educational systems.

Resolutions

The official version of the symposium's resolutions is awaited from UNESCO. It will include proposals for the establishment of regional or sub-regional networks, for the publication of a series of monographs and of a multilingual glossary or dictionary of key concepts in mother-tongue education, for research into multilingual curricula, for time-bound action programmes, and for means of improving interchange of personnel and information.

E. M. Batley, President, FIPLV.

VIDEO: A MEDIA FOR UNDERSTANDING?

One of the private hopes of many English language teachers is that in helping people to share a language they may help peoples to share an understanding of each other. If in such an aim numbers count for anything, the British Broadcasting Company is doing its bit. Their "Follow Me" series, already sold to 40 countries, and watched by an estimated 100 million Chinese, has been sold to the Soviet Union, according to Dennis Barker in *The Guardian* (February 3, 1984). The Soviet Union has bought rights to show the series for the next four years—the series has 60 programs and runs for two years. TESOL has recently engaged in a project under contract with the U.S. Information Agency to do the preparatory research for a similar project which would have "up-to-date teaching methodology, a rich Americana component, and state-of-the-art technology."

Both of these series have tremendous potential for the bringing together of peoples, but there are also dangers. Linguistic jingoism is the most

Continued on next page

VIDEO:

Continued from page 17

obvious pitfall, but there are others. Native speakers of English, whose chosen career is the teaching of English to speakers of other languages, must always be on their guard against condescension towards those whose native language is not one of the world's biggest growth industries. It is not good to read (*The Guardian*, February 3, 1984) of a BBC executive saying, "The important thing is that the English being taught in these countries is English English and not American English." But neither is it good, to those of us with a sensitive ear, to read in the rationale for the USIS-funded TESOL project, "It serves their international, educational, developmental, and commercial needs. For the United States, national interests are served as well, since English language facility *provides a necessary tool to understanding of our institutions and culture, our politics and policies*." (emphases mine)

My argument above may well seem inconsistent. Let me try to explain. Some of us would like to think that the phrase "the bringing together of peoples" means the mutual movement of each party towards the other; this implies that each must feel equal respect for the other. As long as we permit ourselves to believe that one standard form of English is more worthy of promulgation than another, and as long as we can think of the teaching of English as a tool with which to further national political interests, we are a long way from achieving the goal that many of us, native and non-native English speakers equally, English teachers and all other occupations alike, hold dear.—Though we speak in many tongues, let us speak with one voice.

L.H.-L

DID YOU MISS THE 18TH ANNUAL TESOL CONVENTION IN HOUSTON?

Don't despair. Most of the March 6-11, 1984 TESOL convention sessions were professionally recorded on the spot by Audio Transcripts. For information about purchasing tape copies, write directly to Audio Transcripts, 610 Madison Street, Alexandria, Virginia 22314, U.S.A. Telephone: (703) 549-7334. The complete listing of available tapes will be published in the June *TESOL Newsletter*.

1984 CONVENTION BOOK AVAILABLE, TOO

Copies of the 442-page convention program book containing all of the abstracts of well over 700 presentations are available for $6.50 for members and $7.00 for nonmembers. Other useful information is included in the book as well: a topical index; the TESOl constitution; names and addresses of TESOL affiliate presidents, interest section officers, and standing committee chairs; and publishers ads and addresses. Write: TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

INTERNATIONAL EXCHANGE

News items for this page should be sent to Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh, Scotland EH8 9DP.

CALL FOR PAPERS
4TH BIENNIAL SUMMER SCHOOL
ATESOL, SYDNEY, AUSTRALIA

The Summer School is the national conference for ESL and EFL teachers in Australia. It will be held January 21-25, 1985 in Sydney. The conference is planned for teachers at all levels of the education system, for teacher trainers and for teachers of adult migrants, refugees and overseas students. ATESOL invites people interested in speaking at the Summer School to submit an outline of their proposed paper (45-minutes to one-hour in length) by July 31, 1984. For additional information about paper submission or the conference, write to: ATESOL, P.O. Box 126, Edgecliff, NSW 2027, Australia.

GOING TO JAPAN? CONTACT JALT!

The Japan Association of Language Teachers, a most active TESOL affiliate, has more than 150 programs a year. If you are planning a trip to Japan and have a workshop or demonstration that you would like to present, please send a one-page abstract, bio-data and your proposed schedule to: Shari J. Berman, JALT National Program Chair, 404 Sato Building, 2-25-210 Ebisu Minami, Shibuya-ku, Tokyo 150, Japan. Speakers at chapter meetings receive an honorarium, local transportation, lodging, etc. Overseas speakers receive extra compensation. While we regret that no honorarium can be offered to speakers at conferences or mini-conferences (unless they're invited keynoters or main speakers)—we *do* welcome presentations on a variety of topics ranging in length from an hour to a two-day workshop.

TESOL

TESOL ANNOUNCES THE PUBLICATION OF

On TESOL '83
THE QUESTION OF CONTROL

EDITED BY JEAN HANDSCOMBE, RICHARD A. OREM, BARRY P. TAYLOR

WITH ARTICLES BY:
FRANK SMITH, D. SCOTT ENRIGHT, LARRY F. GUTHRIE, ROD ELLIS, SANDRA SILBERSTEIN, BEVERLEY OLSON FLANIGAN, JOANNE DEVINE, JAMES DEAN BROWN, ANNA UHL CHAMOT, WAYNE B. DICKERSON, KENNETH J. PAKENHAM, MARGOT HAYNES, DAVID P. HARRIS, SANDRA MC KAY, VIVIAN ZAMEL, HARRY KRASNICK, PATRICK E. BUCKHEISTER, JOHN F. FANSELOW, PATRICK ALLEN, MARIA FRÖHLICH, NINA SPADA, MARY ASHWORTH, ELLIOT L. JUDD and TOM MC ARTHUR

MEMBERS: $10.00 GENERAL: $11.50

TO ORDER WRITE TO:
TESOL • 201 D.C. TRANSIT BUILDING • GEORGETOWN UNVIERSITY • WASHINGTON, D.C. 20057 USA

A PHOTOCOPY OF THIS ANNOUNCEMENT ALONG WITH A REQUEST OF ACQUISITION TO YOUR INSTITUTION'S LIBRARIAN WILL ASSURE GREATER AVAILABILITY OF THIS IMPORTANT PROFESSIONAL PUBLICATION

84SP103

EXCELLENCE IN ENGLISH

by Diane Glasgow
Tulane University

Any ESL teacher who is teaching college-bound students would be interested in reading *Academic Preparation for College: What Students Need to Know and Be Able to Do* by The College Board. It is part of the ten-year Educational EQuality Project which was begun in 1980 to strengthen the academic preparation of all students for college. The *E* and the *Q* are capitalized in the project name to show "its intertwined emphases on equality and quality, on strengthening the academic preparation of *all* potential college entrants" (p. 4). This report lists the six basic academic competencies (reading, writing, speaking and listening, mathematics, reasoning, and studying) plus computer science which are essential for all students to have "in order to do effective work in college" (p. 7). It also stresses how often the academic subjects are interdependent.

Dr. Susan Wittig, vice president for academic affairs at Southwest Texas State University (formerly dean of Newcomb College), was involved in the dialogues leading to the English statement. She said, " 'One of the most significant aspects of the statement is that it stresses the student's skills as a maker of language and a receiver of language, and it does not limit the teaching of these skills to any one language area. That is, it acknowledges that all kinds of reading and writing are important for students. At the same time it allows teachers to preserve the traditional emphasis on literature.' This emphasis is part of the overall intent in 'The Basic Academic Subjects' to maintain a balance between the humanistic aspects of education and the recently stressed scientific and technical aspects." (*Academic Connections*, Fall 1983, p. 4)

Although the report does not mention ESL per se, it does clearly identify the goals we in ESL need to meet in each of the basic English skill areas: speaking and listening, reading, and writing as well as in reasoning, studying, and even in-depth principles concerning the English language. For example, under speaking and listening, we are reminded that college entrants need the following knowledge and skills:

Speaking and Listening

> The ability to present an opinion persuasively.
>
> The ability to recognize the intention of a speaker and to be aware of the techniques a speaker is using to affect an audience.
>
> The ability to question inconsistency in logic and to separate fact from opinion.

Under reading and the other basic English skills are:

Reading

> The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.
>
> The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's inferred and literal meaning.
>
> The ability to separate one's personal opinions and assumptions from a writer's.

Continued on page 28

JAPANESE STUDENTS IN EFL/ESL CLASSROOMS

by Mitsu Shimazu
World English Center
University of San Francisco

In the process of teaching English to foreign students over a period of five years in the United States, as a native of Japan, I believe I have gained some insights which could prove helpful to EFL teachers working with Japanese students.

Equipped with a better understanding of the basic cultural patterns that makes Japanese students behave in ways they do, the EFL teacher can guide them toward successful learning experiences.

The strategies a teacher could use would include:

1. Formalizing relationships. Japanese people are more comfortable with ritualized forms of communication or interaction than with more spontaneous forms. Students seem to be disciplined into strict obedience in class. As Japanese, it is expected that their behavior will not bring *haji* or shame on their family.

Japanese students go to great lengths to establish the right emotional basis or relationship with their teachers. In Japanese eyes, rapport is often more important than an integration of facts or ideas. According to Zen philosophy, "The more eloquent or more articulate you are, the further you tend to get away from the truth."

Japanese students are usually not encouraged to analyze things, much less to think on their own. They are supposed to feel *haragei* or telepathy.

Do not interpret a gift from your student as a bribe. Gift-giving is so pervasive among Japanese school mates, work mates and others, that gifts to the teacher from his student can be interpreted as a manifestation of the student's moral imperative to perform his duty toward his teacher in order to thank him for the educational instruction given. On such a gift-giving occasion, the teacher (and social superior) does not reciprocate with a gift of the same type or value.

2. Giving clear explanations. Despite the generally vague, evasive and ambiguous characteristics of the Japanese, as students, they expect thorough crisp explanations of the problem in the classroom. At the same time, Japanese rely heavily on the emotional feelings and intuition of the interlocutors.

3. Avoiding reprimands and praising the group. If one must reprimand, reprimand the group involved in the matter, as Japanese students are very much group-oriented, and group achievement is valued. The student's identifications are extended to include his/her peer group, and both family and peer group receive psychological support from the externalization of the threat of failure. To the Japanese mind, failure brings "shame" upon the family. Non-achievement of a positive goal can be considered shameful, and transgressions in the form of "laziness" or other non-productive behavior often leads one to feel guilty. If an individual student must be chided, talk to his/her advisor, sponsor, or responsible relative.

4. Keeping channels of communication open. To Japanese students, teachers represent godfather or godmother figures and whatever teachers say is unquestioned. Japanese students trust what their teachers say to them. Students avoid classroom discussions because discussions bring *tairitsu* or confrontation, as well as split opinions which may lead to conflict or clash. At some time during a class lecture, students may raise questions, and teachers should always keep channels open to those students. Japanese students usually come to the teacher to ask questions after class in order to clarify points on which they have doubts. Generally the students are afraid to approach their teachers and to express opposite opinions. They may pretend that they could not hear what was said instead of boldly giving their honest opinion to clarify the problem. Do not interpret this behavior as being "sneaky" or devious.

5. Interpreting non-verbal communication correctly. When called upon in class, Japanese students may smile somewhat mysteriously at you, but not reply orally. Japanese smile when they show respect to superiors, and maintain their self-control. They do not express verbally what they are unsure of. Unconsciously, they would rather be defensive than risk an answer they are not sure of, and therefore, expose themselves to criticism.

Summing Up

Teachers dealing with Japanese students will find it helpful to be aware of the Japanese communicative styles and behaviors discussed here. It is important to understand the difference in meaning of the surface level behaviors of Americans (and other Westerners) and Japanese. Japanese students' ways of doing things are often very different from teachers' expectations, and it is important not to jump to conclusions. By following some of the preceding suggestions, EFL/ESL teachers will be able to play an important role in helping their Japanese students achieve success.

About the author: Mitsu Shimazu is an EFL instructor at the World English Center, University of San Francisco. He is currently working toward his Ed.D. at the University of San Francisco. The preceding article is based on a presentation made by Mr. Shimazu at the 1983 California TESOL Conference in Los Angeles.

ESL LITERACY

Continued from page 1

also varies from program to program. Some programs provide a separate track for non-literate students. In other programs, non-literate students study oral ESL in "regular" classes at their appropriate level (which may be different from their reading and writing level), leaving a specified time each day for literacy instruction. Still other programs provide a one-on-one tutorial service staffed by volunteers with varying degrees of experience and expertise.

In addition, methods for teaching literacy vary from program to program. Some practitioners favor the whole word, phrase, sentence method; others argue with equal conviction that it is the correspondence between sounds and symbols that should be taught. Still others use some combination of the two methods.

Such diverse and occasionally conflicting opinions will continue until assumptions about the relative benefits of different approaches and methods for teaching ESL literacy are tested systematically. The questions and issues that especially need to be addressed follow.

- At what point is an ESL student considered literate? What are the real-life reading and writing demands in today's society and, of these, what are the minimal literacy competencies that refugees need to perform. On the average, how many hours of instruction are required to achieve a specified level of literacy?
- Should native language literacy precede literacy in English? Does the degree of transference from L1 to L2 literacy vary according to the type of orthography used in L1?
- Is it more effective to teach oral proficiency first or can the three skills of speaking, reading, and writing be taught concurrently?
- If, as one reading specialist has written, "It is a skill not a content that a reading class should teach," are graduates of literacy programs, in fact, reading at all—or have they simply memorized a number of "survival" sight words? Is it possible for students to progress from "survival" literacy skills—reading signs and filling out simple forms—to the "take-off" stage where they are not merely learning to read but have begun reading to learn?
- What methods are being used to teach ESL literacy around the country? What is the most effective method or combination of methods? Should a student's degree of oral proficiency in English have a bearing on the choice of methods?
- An increasing number of refugee programs cannot afford the luxury of separate class for non-literate students or do not have enough non-literate students to justify a separate class. In such programs, literate and non-literate students are usually placed in the same class—a situation that can be frustrating for both students and teacher. What is the best way to deal with this problem?
- Learning takes place in all societies; formal schooling does not. Where formal schooling does not exist—as in pre-literate societies—learning usually takes place on a one-to-one basis in a nonformal setting. How much orientation to formal learning do literacy students need, and can (or should) forms of learning familiar to the students be incorporated into literacy training?

It is only after we have examined these questions that we can begin to answer the fundamental question all literacy instructors pose: What is the most effective way to teach literacy to the non-native learner?

About the author: Donald A. Ranard is an ESL specialist at the Center for Applied Linguistics in Washington, D.C. Formerly he was an ESL literacy specialist at Fairfax County Department of Adult Education in Fairfax, Virginia.

OXFORD STUDENT'S DICTIONARY OF AMERICAN ENGLISH
A.S. Hornby

Oxford
Student's
Dictionary of
English

"We chose Oxford's because the definitions are easier and clearer for our students—and they don't sacrifice accuracy. We also like the fact that many entries are used in understandable sentences. It's as simple as that!"

Michael Lanzano
Academic Coordinator
English Language Institute
Manhattanville College

- aimed at the intermediate-level student
- over 35,000 words and phrases
- over 140 illustrations—both drawings and photographs
- up-to-date American idioms and slang
- American spellings and pronunciation
- comprehensive information on American grammar and usage

OXFORD UNIVERSITY PRESS
English Language Teaching Department • 200 Madison Avenue, New York, N.Y. 10016

NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

ANNUAL LANGUAGE SYMPOSIUM AT MEDGAR EVERS COLLEGE

The Language Symposium Committee of Medgar Evers College will celebrate its fifth annual language symposium on Saturday, May 5th. The conference will focus on **The Quest for Educational Excellence** with keynoter Geneva Smitherman of Wayne State University (Detroit, Michigan), opening the conference with an address entitled "The Role of Language Teaching and Learning." Researchers and educators will present papers on standard dialect/second language acquisition; the preparation of teachers of standard English; the future of standard dialect education; reducing psychological resistance to standard dialects—as well as other topics. For more information, write to: Professor Irene Aponte, Division of Special Programs, Medgar Evers College, CUNY, 1150 Carroll Street, Brooklyn, NY 11225.

EDUCATIONAL EQUITY AND EXCELLENCE: PROGRAMS THAT WORK

Over 40 workshops on equity issues will be presented at the third annual conference entitled **Educational Equity and Excellence: Programs That Work**. The conference will be held on June 20-22 in Kalispell, Montana, in the beautiful Rocky Mountains near Glacier National Park. Keynoters include Anne Campbell, President's National Commission on Excellence in Education; Billy Reagan, Superintendent, Houston, Texas Public Schools; and Wilson Riles, former California State Superintendent of Schools. For further information, write to: Judith A. Johnson, Assistant Superintendent, Office of Public Instruction, Helena, Montana 59620. Telephone: (406) 444-3693.

SPEAQ '84

SPEAQ will hold its twelfth annual conference in Quebec City, at the Quebec Hilton International, June 13-16, 1984. Guest speakers will include **Stephen Krashen**, and **Peter Strevens**. The presentations will touch all levels of ESL instruction from primary through university and adult education. The convention is open to all persons interested in ESL. Registration fee is $85 Canadian; this includes the $25 annual membership fee. SPEAQ members receive *SPEAQ-Out*, our newsletter which is published three times a year, as well as the *TESL Canada Journal* and the *TESL Canada Newsletter*. For further information and to request a pre-program, please write: SPEAQ '84, 3660 Durocher, Suite 1, Montreal, Quebec, Canada H2X 2E8.

End your school year and begin your summer vacation by attending SPEAQ '84. Come and experience the old-world atmosphere of Quebec City.

CONFERENCE ON LANGUAGES WITHOUT A WRITTEN TRADITION

A conference on **Languages without a Written Tradition and their Role in Education**, sponsored by the Caribbean Communications Project (England), the National Gypsy Education Council, the Romany Guild, and the Romano Institute, is being held August 31-September 2, 1984, at Thames Polytechnic, London. Inquiries: Thomas Acton, School of Social Sciences, Thames Polytechnic, London SE18, England.

WATESOL SEEKING PAPERS, PANELS AND DEMONSTRATIONS

WATESOL is accepting proposals for 45-minute papers, panels and demonstrations for its fifth annual Convention to be held on October 12 and 13, 1984. Please contact: Joyce Hutchings, Division of English as a Foreign Language, Intercultural Center, Georgetown University, Washington, DC 20057, by May 1 to request a proposal form. Proposal forms are due by May 15, 1984.

CALL FOR PAPERS FOR LASSO MEETING

The thirteenth annual meeting of the Linguistic Association of the Southwest (LASSO) will be held this year October 18-20 in El Paso, Texas at the Airport Hilton Inn. It is sponsored by the University of Texas-El Paso. The association welcomes 25-minute-long papers dealing with phonology, syntax, semantics, psycholinguistics, language acquisition, sociolinguistics, multi-lingualism, language contact, language pedagogy, discourse analysis, nonverbal communication, and linguistic analyses of literature. Submit a page-long abstract by May 31, 1984 to: Richard V. Teschner, Secretary Treasurer LASSO, Dept. of Modern Languages, UTEP, El Paso, Texas 79968. Presentation is a privilege of LASSO membership ($15 regular, $7.50 student/non-employed/retiree). Submit all abstracts in duplicate without submitter's name or affiliation but with a 3" x 5" card containing submitter's name and address along with the title of abstract/paper.

DELAWARE SYMPOSIUM ON LANGUAGE STUDIES

The sixth annual Delaware Symposium on Language Studies will be held October 25-27 in Newark, Delaware. The theme of this year's symposium is **Research on Second Language Acquisition in the Classroom Setting.** Papers will be related to classroom research and will not deal with techniques, suggestions and methods unless they report on the results of research in these areas. Information available from: James P. Lantolf, Department of Languages and Literature, University of Delaware, Newark, Delaware 19716.

TEXTESOL-II TO HOST TEXTESOL STATE CONFERENCE

TEXTESOL-II will be hosting the sixth annual State Teachers of English to Speakers of Other Languages Conference on November 2-3 at San Antonio College, San Antonio, Texas. For information, write Dr. Carolyn Kessler, Bicultural-Bilingual Studies, University of Texas at San Antonio, San Antonio, Texas 78285.

OKTESOL ANNUAL CONFERENCE CALL FOR PAPERS

The third annual OKTESOL Conference will be held at Oklahoma State University in Stillwater, Oklahoma, on November 3, 1984. The Program Committee invites the submission of abstracts for twenty- or forty-five minute presentations. Please submit three copies of the one-page abstract, titled but anonymous, to: Jeanne Horton, English Language Institute, 210 USDA Building, Stillwater, Oklahoma 74078. Include a 3" x 5" card with the title, your name, and address. Deadline for submission of abstracts is June 1, 1984.

BRITISH COUNCIL SPONSORS COURSE ON DEVELOPMENT OF ELT MATERIALS

A course on the **Development and Production of English Language Teaching Materials** will be held from July 24-July 6 at St. Mary's College, Strawberry Hill (on the outskirts of London). Application forms and other information may be obtained by writing to: Director, Courses Department, The British Council, 65 Davies Street, London W1Y 2AA. Telephone: 01-499-8011.

CONFERENCE OF ASIAN-PACIFIC TEACHERS OF ENGLISH

The Center for Asia-Pacific Exchange announces a **Workshop for Asian-Pacific Teachers of English** to be held in Hawaii July 24-August 7, 1984. The Center for Asia-Pacific Exchange was established in 1980 with the unique aim of promoting mutual understanding, respect and cooperation among the peoples of the Asia-Pacific region, and providing opportunities for professional and academic collaboration, interchange and cooperative study and research. This workshop is intended to provide a meeting place for Asian-Pacific teachers of English to deepen their knowledge of the latest developments in the theory and practice of foreign language education and to improve their proficiency in English, both spoken and written. Enrollment will be limited to approximately 50 individuals. For further information and registration forms, contact The Center for Asia-Pacific Exchange, 1530 Ward Avenue, Suite 302, Honolulu, Hawaii 96822. The registration deadline is May 1, 1984.

SUMMER WORKSHOP FEATURES TOPICS ON SECOND LANGUAGE ACQUISITION

A July 30-August 3, 1984 workshop at Calvin College will focus on **Motivating Children and Adults to Acquire Another Language.** Featured lecturers include Dr. James Asher, San José State University; Dr. Janet Swaffer, University of Texas-Austin; Dr. David Wolfe, foreign language supervisor, Moorestown, New Jersey; and Gene Lynch, teacher of German, Lompoc, California. There will be lectures on psycholinguistics and on comprehension training as well as live demonstrations of the "Total Physical Response" approach among the varied session formats. For further information, write to: Dr. Barbara Carvill, German Department, Calvin College, Grand Rapids, Michigan 49506. Telephone: (616) 957-6365.

RESEARCH ON LEARNER STRATEGIES COLLOQUIUM FOR TESOL '85

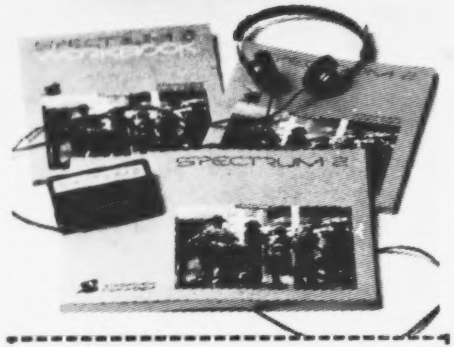
A colloquium on **Research on Learner Strategies** is being organized for proposal to TESOL '85 (New York). The organizers—Anita Wenden, Joan Rubin and Carol Hosenfeld—are soliciting papers in the following areas:

1) Specific research projects, especially projects on listening strategies;
2) Practical applications of the research and/or projects that train learners to learn more efficiently, critically, and autonomously (learner training).

If you are interested in participating, please send an outline or summary of your proposed contribution to: Anita Wenden, 97-37 63rd Road, #15E, Forest Hills North, NY 11374. **Deadline: July 1st.**

Continued on page 23

It gets people talking.



SPECTRUM

Finally there is an ESL series that lets students talk more, teachers talk less.

Spectrum helps adults and teenagers learn English by teaching them how to express their own ideas, their own feelings. Personalized exercises and problem-solving activities allow them to engage in *real* communication. From the very beginning.

With *Spectrum's* "communicative" approach, your students will know how to *use* the English they learn—all while receiving a strong grammar base and constant practice in the four basic language skills: listening, speaking, reading, and writing. They'll learn to perform basic language functions such as asking for information and introducing themselves. They'll listen to telephone recordings, commercials, and public announcements. And they'll read exciting articles on careers, social trends, and the latest developments in science and technology. Regular recycling of language from unit to unit and level to level insures that your students' mastery of new skills is constantly reinforced.

Spectrum is a complete, six-level series. Textbooks filled with delightful photos and illustrations (many of them in full color), workbooks, spiral-bound teacher's editions, and lively four-hour cassette programs make it the most stimulating, comprehensive ESL program on the market.

So find out how to get your students talking. Call toll-free or send in the coupon today.

For complete information about *Spectrum*, call toll-free:

800/822-8202 (In New York State call (212) 889-2780.).

Or mail this coupon to:
Regents Publishing Company, Inc.
Two Park Avenue, New York, N.Y. 10016

Please send me your free full-color, 16-page *Spectrum* Presentation Guide.

Please send me your complete catalog.

Please have a Regents representative call me.

Name (Please Print)

Address

City

State Zip Code

( )
Telephone

in 2

Regents Publishing Company, Inc.

REPORT:

Fourth ACROLT Meeting on Language Testing

by **Andrew D. Cohen**
Hebrew University

The Israeli Academic Committee for Research on Language Testing (ACROLT) held its fourth meeting at Kibbutz Kiryat Anavim near Jerusalem, on December 18-20, 1983. There were 31 invited participants. Once again, the co-chairs of ACROLT, Elana Shohamy (Tel Aviv University), Andrew D. Cohen (Hebrew University), and Bernard Spolsky (Bar Ilan University), organized the meeting. As in the past, the event received financial support from the British Council and enjoyed the active participation of Ian Seaton, the newly appointed British Council Language Officer.

The meeting did not start with a theme, but as Spolsky pointed out at the close, it ended with one—namely, the intended and unintended direct and indirect effects of language tests. This issue was raised in Spolsky's remarks opening the meeting, and then came up again in other presentations. David Nevo and Arieh Lewy (Tel Aviv University), for example, spoke about a recent scandal in the media regarding the misuse of a faulty reading comprehension test through its administration to 3,500 seventh- and eighth-graders, using dubious sampling and reporting techniques, resulting in media misinterpretation of the results and subsequently, in irrational hysteria. Arthur Hughes (University of Reading, completing a one-year appointment at the Bogazici University, Istanbul, Turkey) spoke about difficulties involved with the introduction of a new university entrance examination. The effect of his program was to increase the number of students who did not pass the EFL exam the first time, and to encourage such students to continue their EFL studies before taking a retest. The key issue was the amount of responsibility that the test constructor had to take for the decisions regarding the passing or failing of students.

There were several update reports, such as one by Robert Cooper (Hebrew University), Bernard Spolsky, and Raphael Nir (Hebrew University) on the development and use of a literacy test for the Israeli Army. An indirect effect of this testing program has been the Army's use of the testing objectives as criteria for assigning soldiers to certain jobs. The unintended outcome of the program was the request from Army personnel to base teaching on the testing objectives in six-week literacy courses. Another update report by Elana Shohamy, Thea Reves (Bar Ilan University, and Yael Bejerano (Open University) gave the final results from a study aimed at developing an integrated measure of oral proficiency as an alternative to the current one-speech-style oral examination on the high-school-leaving exam in Israel. The test battery (including oral interview, role playing, reporting, and a small-group discussion) was found to be reliable and valid. Issues of feasibility and possible implementation of the test were discussed at the meeting, with the national English inspector, Raphael Gefen, present. A third update report (presented by Joan Abarbanel, Roberta Stock, and Elana Shohamy, all from Tel Aviv University) provided still more data on the relationship between the EFL portion of the university entrance exam and other measures of performance, such as the end-of-high-school exam and university course grades. The psychometric test was not found to be a good predictor of course grades, nor did it correlate highly with the high-school-leaving exam scores. Mention was made that there was a countrywide EFL psychometric test under development.

Herb Seliger (Queens College, teaching at Tel Aviv University, 1983-84) gave a presentation on the use of language tests in second language acquisition research. His main concern was about the use of tests developed for one purpose in testing another purpose. He opted for a broad definition of language testing, to include more discrete-point tests and more global language tasks, and referred to both metalinguistic, sociolinguistic, and psycholinguistic approaches to language testing.

Several presentations discussed ongoing efforts in test validation. For example, Ian Seaton (British Council) spoke about procedures used for validating the British ELTS test, and noted that two independent validation studies of the ELTS test were being conducted by Lancaster University and Edinburgh University. Andrew Cohen reported on two students' studies concerning the development of Hebrew versions of the C-test (Raatz and Klein-Braley's test of closure, deleting the second half of every second word). The studies found the Hebrew C-test to be a reliable and valid measure of local-level reading, and especially of reading grammar. The test seemed to encourage guessing, more so than the cloze test, and particularly in Hebrew, since the half word provided could be semantically "heavy" (e.g., preposition + definite article + first syllable of a noun). The conclusion was that this test should not replace the cloze test but serve as a complement.

Arieh Lewy, Elana Shohamy, and Roberta Kraemer (Tel Aviv University) reported on the development of a testing system intended to monitor and assess 6th and 9th grade achievement in all the Tel Aviv schools. They reported on the input component of the EFL test—defining *what* should be tested by relying on sources such as the curriculum, supervisors, and textbooks. The test design involved matrix sampling, to assure that a wide number of items would be administered to a large cross-section of students. Ilana Rosansky (Szold Institute) reported on the development of a reading readiness test in Hebrew for natives, designed to tap aural, visual, and logical skills.

Four presentations focussed on program evaluation theory and implications for evaluation of EFL programs. David Nevo presented ten questions that evaluators need to ask about a program that they are assessing. Miriam Schkolnik (Tel Aviv University) reported on an evaluation scheme that she was going to implement in order to assess a computer-assisted instruction program in EFL reading. Carol Reiss (Tel Aviv University) reported on an evaluation to assess the effectiveness of a summer course involving a communicative approach to teaching EFL reading to high school students. Finally, Ellen Adiv (Bar Ilan University) reported on a study to improve the evaluation system for Jewish Day Schools in Montreal and Toronto. She developed tests of listening comprehension and oral production for Hebrew as a foreign language, and administered them to sixth graders in seven schools in each of the two cities. Although the Toronto pupils were reported to score slightly higher, the issue of statistical significance was addressed. The fact that the tests were not criterion-referenced meant that the tests could not really specify how much more proficient one group was than the other.

In a continuing effort to provide practical guidance in test analysis for ACROLT participants, a session was provided by Menucha Birenbaum (Tel Aviv University) on computerized test analysis. The program ranks respondents from highest to lowest, and items from hardest to easiest. It also provides item discrimination, test reliability, and a measure of test disparity—the fit between a given test and an ideal test according to how students at different ability levels should perform on items of different difficulty.

As "the effects of testing" became the theme, so there was wide-ranging discussion concerning the professionalizing of test use, to diminish the likelihood that tests would be misused and thus possibly become a dangerous weapon. Educating the users of tests and the interpreters of test results were two further issues brought up for discussion. It was noted that ACROLT's Outreach Program has already planned two "test literacy" workshops for the current year to contribute to the education process.

The next meeting is scheduled for May 16-18, 1984, and the theme will be: **Authenticity and Language Testing.** For information, write to: Dr. Elana Shohamy, School of Education, Tel Aviv University, 69978 Ramat Aviv, Israel.

ANNOUNCEMENTS

Continued from page 21

SLRF '83 HELD AT USC

The fifth Los Angeles Second Language Research Forum (SLRF) was held November 11-13, 1983 at the University of Southern California (USC).* The conference was an overwhelming success, with four plenary speakers, a special panel on Computer-Assisted Instruction, and 35 papers on issues in second language acquisition, interlanguage, and discourse analysis. For a copy of the abstracts and a list of the audio tapes available for purchase, please send $1.50 to Roann Altman, SLRF Conference Chair, American Language Institute, JEF 141, University of Southern California, University Park MC-1294, Los Angeles, CA 90089-1294.

**Note*: This conference was incorrectly reported in the October '83 *TN* as being at UCLA. *Editor*

CALL FOR PAPERS FOR NAFSA FIELD SERVICE PROGRAM PUBLICATION

The Field Service Program of the National Association for Foreign Student Affairs has received funding for a book-length publication on cross-cultural orientation and communication within intensive English programs.

Intensive English programs give foreign students their first instruction in U.S. culture and provide support in the first stages of cultural adjustment. Intensive English programs also have the unique problem of dealing with culture conflicts of multiple origins in their classes.

In general the collection will have the following structure: 1) Introduction by editor, 2) Articles of a general, theoretical, defining nature, 3) Articles on specific cultures, and 4) Articles about specific programs and classes within intensive English programs.

Abstracts of no more than one page should be sent with a short biographical statement to Dr. Patricia Byrd, 313 Norman Hall, University of Florida, Gainesville, Florida 32611, U.S.A. The deadline is September 1, 1984. Acceptance will be announced by January 1, 1985.

NAMIBIANS

Continued from page 16

complementing each other The question is, do linguists know to what extent a teacher can draw on his own pedagogical grammar, with its analytical approach, which can concurrently be related to communication practice which integrates functions and notions of language?

The lab is also used for developing listening skills, such as auditory discrimination, recognition of primary and secondary ideas and the avoidance of inessentials, all of which gradually lead up to note-taking practice. At the initial stages of note-taking practice, verbal cues are provided by supplying main points and supportive detail in workbooks or on transparencies. Later, as such guidance is progressively withdrawn, the teacher relies increasingly on the lab discussion mode to gauge student performance. Then a model is provided along with a copy of the text that they have been listening to.

An important component of English teaching at the institute is **reading for information.** This is covered by a series of booklets/workbooks. The students are given an orientation in library and study skills, to start with. They are asked to read for specific facts. They are shown how to distinguish between fact and opinion. They also become familiar with cohesive devices such as markers and link words.

There is another component that deserves special mention. It is called **graphics.** Students are exposed to various kinds of graphics so that they can interpret the data, both raw and derived, and speak/write briefly about them, making particular use of the language of comparison.

At the beginning of the second year, emphasis shifts to applied speaking and writing skills. The first introduces the students to the basics of public speaking, seminar skills and group discussions. In the second, they are introduced to official correspondence such as writing letters, memos, and minutes. Later, report writing is introduced. As a first step, they are asked to gather information on familiar situations and organize the material according to a given format. Gradually they are guided to draw inferences and make recommendations as an aid to decision making. Whereas in the first two terms such tasks as writing letters or reports are attempted as separate exercises, in the third term they are dovetailed into a chronological progression of tasks arising from a single civil service context. Since such situations can only be experienced vicariously at this point, this stage of writing has proved to be a bugbear to many a student.

The problems aired above can be paraphrased thus: the skills that the students are to acquire grow increasingly difficult within too short a period for the weaker students, of whom we have a not inconsiderable number, to be able to assimilate what has gone before. Given the parameters within which the work is done, any pedagogical and methodological suggestions, which might facilitate a reappraisal of the program would be most welcome.

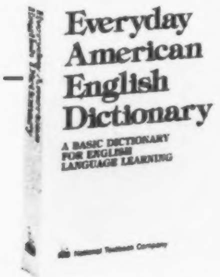
2. ELT for Secretarial Trainees

As with Namibian students in general, most of the students on entry to the secretarial program have a sketchy grasp of English and a weak general knowledge background. Nevertheless, they are expected by the end of the two-year program to have written and passed the required Secretarial Certification Examinations, i.e., Pitmans, at the elementary and intermediate levels. The ELT syllabus is skills-based. It is both functional and practical, corrective and remedial. In Phase I stress is on developing communicative skills, mainly through aural-oral practice. Students are given opportunities to discuss experiences and situations in which they have been or are likely to be involved. This might involve a student listening to and carrying out instructions and then reporting what has been done. Or they may be expected to gather and relay information. These tasks are performed on a one to one, teacher-student or student-student basis. This stage is intended to build student confidence in communicative situations. In Phases II and III, forms and techniques of business correspondence such as ordering goods, requesting or supplying information, acknowledging letters, writing memos and transcribing messages, are introduced. Written work which has by now assumed importance is closely correlated with a reading assignment. Spelling continues to be taught orally, visually and in context. Dictation exercises reinforce their spelling and improve their auditory discrimination. Finally, speechwork, another component, helps the student to learn not only stress and intonation patterns but also syntactical relationships.

Conclusion

Our students, after obtaining their diplomas or certificates as the case may be, have proved more than equal to the challenges that they face after leaving the institute. They are assigned responsibilities at various levels of the party work. The majority are working in various capacities in the SWAPO Education and Health Centres in Angola and Zambia. Several are in higher institutions of learning reading for degrees. Some have joined the administrative staff of the institute. On the whole prospects for the future nation of Namibia are encouraging.

About the author: E. J. John is head of the English Section of the United Nations Institute for Namibia, P.O. Box 33811, Lusaka, Zambia.


Everyday American English Dictionary
A BASIC DICTIONARY FOR ENGLISH LANGUAGE LEARNING
National Textbook Company

NEW!
The First *American English* Learners' Dictionary

EVERYDAY AMERICAN ENGLISH DICTIONARY
A Basic Dictionary for English Language Learning

This simplified dictionary provides all the essential vocabulary and information ESL students need for survival inside and outside the school community, including:

- 5,500 of the most common English words
- Brief, clear definitions
- Controlled vocabulary and grammatical structures
- American spellings and pronunciations throughout
- Parts of speech identified for each entry
- Examples given to aid comprehension
- Simplified pronunciation key
- Table of irregular verbs
- Maps, charts, and special reference features

NEW!
BUILDING DICTIONARY SKILLS IN ENGLISH

An activity book correlated to the dictionary, this workbook is an outstanding reference text in itself. It familiarizes students with the special features of *Everyday American English Dictionary* and at the same time provides structured opportunities for students to learn and practice dictionary usage skills.

Hardbound Dictionary 5 1/4" x 7 1/2"	406 pages **No. 0339-8**	**price $7.95**
Softbound Dictionary 5 1/4" x 7 1/2"	406 pages **No. 0337-1**	**price $4.95**
Workbook 8 1/2" x 11"	48 pages **No. 0336-3**	**price $2.95**

Order today for your ESL students!

Call toll free 800-323-4900
(In Illinois 312-679-5500)

NTC
National Textbook Company
4255 West Touhy Avenue
Lincolnwood, Illinois 60646-1975 U.S.A.

AFFILIATE/INTEREST SECTION NEWS

CALENDAR OF FORTHCOMING TESOL AFFILIATE MEETINGS

1984	
May 4-6	Tennessee TESOL Convention, Knoxville, Tennessee
May 5	MinneTESOL Spring Workshop, St. Paul, Minnesota
May 11	WATESOL, Washington, D.C.
May 11-12	Gulf TESOL, Jacksonville Beach, Florida
June 13-16	SPEAQ Convention, Quebec City
June 25-August 3	6th Annual TESOL Summer Institute, Corvallis, Oregon
July 13-14	6th Annual TESOL Summer Meeting, Corvallis, Oregon
September 28-29	Kentucky TESOL with KCTFL, Louisville, Kentucky
October 12-13	WATESOL, Alexandria, Virginia
October 18-20	4th Midwest Regional TESOL Conference, Cincinnati, Ohio
October 19-21	NYS TESOL Annual Meeting, Tarrytown, New York
November 15-17	COTESOL, Denver, Colorado
1985	
January 24-27	3rd Rocky Mountain Regional Conference, Tucson, Arizona
March 16-17	3rd Annual TESOL France, Ecole Centrale de Paris

MEMBERSHIP REPORTS

Several affiliates report that membership numbers are up:

JALT reports 1839 for 1983. This is up from 1660 in 1982. BATESOL active membership is up to 130, and MINNETESOL reports its highest membership count at 233. TESOL is growing by leaps and bounds.

WATESOL FOURTH ANNUAL CONVENTION DRAWS 430

The Fourth Annual WATESOL Convention attracted 430 people to Georgetown University on September 30 and October 1. In addition to an edifying keynote address by **Dr. Betty Robinett** of the University of Minnesota the participants were rewarded with a wide array of presentations, panels, workshops, demonstrations, and book exhibits. The convention also included a **Topic Table Luncheon**, attended by over 200 people, where participants with similar interests could satisfy both their physical hunger and professional hunger and their need for something on the professional level.

The convention ended with meetings of the Special Interest Groups where new representatives were elected and plans for the coming year discussed.

Susan Bayley, Convention Chair, **Mary Niebuhr,** Associate Convention Chair, and the convention team did a fine job in planning a program that appealed to a broad range of interests in a valuable and enjoyable way.

CONGRATULATIONS TO TEXTESOL V's EXECUTIVE BOARD

Newly elected members of the TexTESOL V executive board are: **Dennis Cone,** president; **Charles Martin,** first vice-president; **Nancy Mohammadi,** second vice-president; **Connie Jimenez,** liaison officer; **Kimberley Wilkens,** executive secretary; **Vicki Halliday,** secondary rep.; **Irwin Feigenbaum,** post-secondary rep.; **John Williams,** ABE rep.; **Gaye Childress,** intensive English rep.; **Cheryl Spirito,** BE rep.; **Barbara Dogger,** newsletter editor; and **Steve Lund,** past president.

Contributors: **Josette Beaulieu-McFaull,** SPEAQ; **J. Wesley Eby,** AZ-TESOL; **Connie Jimenez,** TEXTESOL V; **Janet M. Giannotti,** WATESOL.

WATESOL'S GUIDELINES FOR INTEREST SECTIONS

Two years ago WATESOL set up Special Interest Groups in order to respond to members' specialized professional concerns.

The following guidelines established for WATESOL Special Interest Groups describe their main responsibilities to the organization. We share them here for other affiliates to consider.

1. Encourage participation and membership in WATESOL.
2. Convene appropriate SIG meetings, workshops, rap sessions, panels, etc.
3. Solicit papers and/or rap session topics for the Spring mini-convention and help organize the process of paper selection.
4. Contribute to the WATESOL Newsletter by soliciting substantive articles and assistants to work on the newsletter staff.
5. Keep abreast of TESOL affairs; disseminate information as appropriate.
6. Appoint a representative to serve on the Socio-Political Concerns Committee.
7. Make nominations for WATESOL office to the Nominations Committee.
8. Suggest speakers and/or topics for WATESOL evening meetings and professional development seminars in conjunction with the vice president.

Another innovation involving SIG members is the call for increased SIG participation in the *WATESOL Newsletter.* Each SIG will be responsible for one feature article each year that will provide information of particular interest to the general membership.

Finally, a liaison was appointed between the SIGs and the executive board.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

Edited by Mary Ann Christison
Snow College

AZ-TESOL MARKS ITS 30TH

This year marks AZ-TESOL's (Arizona) 30th year as an organization! It also marks our first year with area mini-conferences. Since the executive board made the decision in 1979 to have only *one* statewide conference we have needed area mini-conferences. This year, with the AZ-TESOL constitutional changes, we have been able to build the concept into a reality. Briefly, this is what has taken place.

(1) A Yuma-area conference was held on Saturday, October 1, 1983, at Kofa High School with **Stephen Stryker** of the University of Arizona as the guest speaker presenting a workshop on **Contrastive ESL Methodologies.** This event was attended by 45 interested and appreciative participants.

(2) A mini-conference for Pima County was held on November 5, 1983, at Rincon High School in Tucson. This conference featured **Dr. Jean Zukowski-Faust** of the University of Arizona. Ninety dedicated ESLers were in attendance at this Saturday meeting.

(3) A Northern Arizona conference was held on Friday, November 18, 1983, at the Community Center in Chinle. Held in the middle of the Navajo Reservation, this conference featured presentations dealing with concerns related to Navajo education. 292 enthusiastic participants from four states attended.

(4) A workshop for Maricopa County was held on Saturday, December 3, 1983, at the Pyle Adult Center in Tempe. **Dr. Gina Cantoni-Harvey** of Northern Arizona University was the keynoter. The fifty participants enjoyed rap sessions and a "share and swap time."

These mini-conferences/workshops have touched the lives of almost 500 educators who are involved in the ESL/EFL profession. This kind of interest and involvement certainly encourages the AZ-TESOL executive board to continue this concept.

ILLINOIS TESOL/BE INVOLVED IN CERTIFICATION ISSUES

Lucille Grieco, president of Illinois TESOL/BE, testified before the Illinois Commission on the Improvement of Elementary and Secondary Education on January 27, 1984. She specifically discussed the topic of better education for the teachers and administrators who address the needs of the approximately 57,000 limited English proficient students in Illinois and stated that quality instruction for LEP students is best accomplished by a trained professional.

This specialist is not only to be competent in English but must be aware of and skilled in using the various methods and techniques in teaching English to non-native speakers. In addition, the specialist must be sensitive to the special problems and needs of the limited English speaking student.

Certification for teachers of English to speakers of other languages was strongly recommended. Also strongly recommended was that the Illinois Department of Education should establish and recognize a minimum set of requirements specific to that field for elementary and secondary education.

Continued on next page

AFFILIATE NEWS

Continued from page 25

Page Thom Nguyen and Congressman Sidney R. Yates (Democrat-9CD-Illinois).

THOM NGUYEN, A SENN STUDENT, SERVING AS PAGE

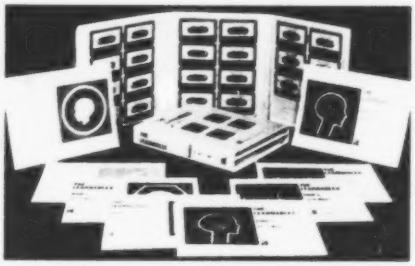
Chicago's Senn Metropolitan Academy of Liberal Arts and Technology is pleased to announce that one of its students has been chosen as page in the United States House of Representatives. Miss Thom Nguyen is serving as page to 9th District Congressman Sidney R. Yates (Democrat-Illinois). Miss Nguyen (16), who is a native of Vietnam, came to the United States in 1975. She is currently a junior at Senn where she is enrolled in honors classes. Her outside interests include gymnastics and martial arts. She plans to continue her studies of languages and hopes to become an interpreter. Miss Nguyen is doing and seeing as much as possible during her stay in Washington, D.C. Says she, "I want to see and experience the things I have only read about."

John T. Martin, principal of Senn, commented, "We are all proud of and happy for Thom. She is an example of how successful programs such as TESOL and bilingual education are for limited-English-proficient students.

Continued on page 31

THE LEARNABLES
Harris Winitz

An audio-visual course which teaches comprehension of over 3,000 basic English words and realistic dialogue through picture stories.



The set consists of eight follow along picture work books (8,000 pictures) coordinated with 41 tape cassettes of about 40 minutes to one hour each. Widely used throughout the world. Available also in French, German and Spanish.

Please send for additional information: Dept. A

International Linguistics Corporation
401 West 89th Street
Kansas City, Missouri 64114

NOW AVAILABLE
FROM TESOL

TESOL

ANNOTATED BIBLIOGRAPHY
OF ESL MATERIALS

BY CHRISTINE ARONIS

This bibliography contains 636 titles from 76 U.S. Publishers including non-U.S. publishers who publish ESL texts in American English.

The bibliography contains a list of materials for primary, secondary, and adult education sectors. Each sector contains an alphabetical list of titles, skills index and annotated entries. There is also a list of publishers complete with addresses and phone numbers.

$10.50 MEMBERS $12.00 NON-MEMBERS

To Order Write to: TESOL • 201 D.C. Transit Building
Georgetown Unviersity • Washington, D.C. 20057 U.S.A.

A photocopy of this announcement along with a request of acquisition to your institution's librarian will assure greater availability of this important professional publication

84SF1032

PEER TELEPHONING PROMOTES INTERACTION AND HARMONY

by Carol Harmatz-Levin
Georgetown University

One of the most unpredictable factors in trying to establish a productive mood in a language classroom is the way in which students will get along. Teachers can facilitate a relaxed, non-threatening atmosphere in a variety of ways—with their personal style of behavior, communicative exercises, and circular seating arrangements.

The potential for tension, nonetheless, is very much a reality in many ESL classrooms. Negative attitudes, stemming from a number of factors, may be harbored by any number of students. First, there are feelings of insecurity that arise from linguistic adjustments that students have to make. For perhaps the first time in their lives, students are unable to express themselves. Many of them are successful achievers; some are accomplished professionals, and now they are reduced to feeling child-like and inadequate. Even with years of secondary school English behind them, students must now perform under the stress of perhaps an intensive program of language study, or at least a program in which they are expected to do more than sit back and absorb. Second, there is culture shock. Adjustments need to be made to being in a foreign country and to being in a classroom—possibly after a long absence from it. Being away from one's family and friends may also exacerbate adjustment problems, as well as a new climate, new food, and the myriad of stimuli encountered merely in daily living. Third, being in a classroom that is multicultural adds further possibilities for tension. Since this may be the first time many students find themselves faced with other foreign nationals, they may need to deal with stereotypical expectations of others' behavior as well as the way other students perceive them. The political issues between Taiwanese and mainland Chinese, between Arabic speakers and Israelis, and between Korean and Japanese surface in ESL classrooms.

With all of this potential for tension, focus on the group as a learning unit becomes increasingly difficult. The group, however, is a key to successful classroom interaction. If the students are in an intensive situation, there is no alternative other than facing the group daily. Language is, after all, an interactive skill; it cannot be internalized if students feel isolated from or, at worse, antagonized by fellow students. Earl Stevick (1976) has underscored the importance of providing a learning situation in which students need not be defensive, but rather, receptive. Furthermore, the focus of classroom teaching needs to be shifted from the teacher as the giver of information. Students need to serve as active language models for each other; as a group, they need to support and correct each other and take responsibility for their learning.

Getting students to invest themselves in the learning they have undertaken is the issue I needed to address when teaching a small group of adult EFL students in a twenty-hour a week university program. In the third week of a seven-week session, the problem was made apparent by the inconsistency with which homework was being prepared, the lack of enthusiasm for doing group or pair work, and the quiet, unsocial break times. The class was not functioning well as a group. Certain students did not work effectively when placed in the same small group, and random grouping consistently resulted in problems. Therefore, as part of my lesson-planning, I set up small group work carefully and took into account nationality, language background, personality conflicts, and language proficiency.

When announcing my divisions one day, a usually cooperative student solemnly looked at me and shook his head. I had obviously not made the correct choice of partner for him. I was so tired of juggling that I didn't respond immediately, but another student noticed the impending disaster in those few seconds. She abandoned her partner, grabbed the unwanted match and sat down.

The problem was solved, but later in the class period when only half of the students had prepared homework, I knew that I had to modify my classroom management procedures. At this point I set up a system of telephoning for the class. On the board I wrote each student's name, phone number, and a period of time that they chose to be available to speak on the telephone. It was difficult to pin some students down, but waking and retiring hours provided guidelines. As a homework assignment, each student was to call two others, one of whom did not speak the same native language. Students asked me what they had to talk about; I said that it didn't matter. In fact, I only wanted them to make contact.

The next day I recorded the names of who had initiated calls to whom. I did not reprimand those who had not called or who had made only one, and I accepted attempts which yielded only a busy signal. I made the same assignment on three consecutive days and once more a week later.

During this time several remarkable things happened. First, there was considerable chatter when I entered the classroom on the following day. A male Saudi student who had called a Venezuelan woman had had to deal with her young daughters first. Not only was there healthy giggling and oral language practice in the few minutes before class, but the Saudi was excited about getting to know a classmate's family. A one-dimensional relationship had become more human.

Second, all of the students participated in the assignment actively. Those who had not called anyone on the first night initiated two and sometimes three calls on the next two nights. Furthermore, students did not call the same classmates repeatedly. Classmates from a wide cross-section of language backgrounds were approached; friendly, safe students were called as were the quiet and the aggressive ones. By the third night, much to my surprise, the student who had refused to work in the pair I had arranged for him actually called the classmate he had rejected; on the next day, the gesture was returned. After three nights of assigned telephoning, nearly half of the class continued the activity on their own on the fourth night.

What I had at first considered a whimsical idea was, in fact, the push that these students needed to break the tension that had been inhibiting their success as a group. Linguistically, they were encouraged to practice their new skills outside of the classroom. Those who felt inhibited by being in a classroom were exposed to a task that extended learning beyond the sometimes confining four walls. The assignment was challenging, and yet, since it was done on a peer level without teacher evaluation, it was not threatening. Various humanistic needs were fulfilled as well, and, as a result, adjustment to a new situation eased. Students began to view each other as multifaceted human beings, and cultural stereotypes became less rigid. Above all, the absence of family and friends in the United States was eased, if even just a little, by the awareness that classmates could care about classmates.

Note: A shorter version of this article appears in the *WATESOL News*, February 1984

About the author: Carol Harmatz-Levin is an adjunct instructor (full-time) in the Division of English as a Foreign Language at Georgetown University, Washington, D.C. This year marks her tenth year in ESL. Ms. Harmatz-Levin has also taught in Salvador, Brazil (two years) and in a refugee program in Baltimore, Maryland (three years).

REFERENCE

Stevick, Earl W., 1976. Memory, meaning and method. Rowley, Massachusetts: Newbury House.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

EXCELLENCE IN ENGLISH

Continued from page 19

The ability to vary one's reading speed and method (survey, skim, review, question, and master) according to the type of material and one's purpose for reading, (p. 7).

Writing

The ability to organize, select, and relate ideas and to outline and develop them in coherent paragraphs.

The ability to write standard English sentences with correct:

- —sentence structure;
- —verb forms;
- —punctuation, capitalization, possessives, plural forms, and other mechanics;
- —word choice and spelling.

The ability to vary one's writing style, including vocabulary and sentence structure, for different readers and purposes (persuading, explaining, telling a story).

The ability to improve one's own writing by restructuring, correcting errors, and rewriting.

The ability to gather information from primary and secondary sources; to write a report using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly (pps. 8 & 15).

Reasoning

The ability to identify and formulate problems, as well as the ability to propose and evaluate ways to solve them.

The ability to recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning.

The ability to distinguish between fact and opinion (p. 9-10).

Language

English continues to undergo change.

English is influenced by other languages, both ancient and modern.

English has several levels of usage, and consequently the language appropriate in some situations may not be so in others.

English has many dialects.

English words, like those of other languages, gather meaning from their context and carry connotation (p. 16).

Those who teach cross-cultural training in ESL will also find that college entrants need basic knowledge in:

World History, Geography, and Cultures

The basic features of major societies and cultures in the contemporary world: their geography, major economic and social structures, and political systems, and religions.

The international context of contemporary diplomacy and economics, (p. 26).

Finally, observing is suggested as a seventh basic academic competency to consider:

Observing

The ability to use different levels of observing (e.g., general overview, detailed observation, intense inspection), to recognize the distinctive features of observed phenomena, and to relate such observations to broader patterns and generalities.

The ability to recognize, interpret and use appropriately for various purposes different forms of visual materials (e.g., cartoon, diagram, graph, illustration, or symbol).

It would appear from the above excerpts, then, that ESL may be more monolithic and more comprehensive than many of us ESL teachers have fully realized. Have we thoroughly taught all these skills? How long does it take ESL students to master all the academic competencies? Shouldn't students also be told that they need to be able to type up all their college papers, too? Then typing ought to be a basic skill that college entrants need. And why doesn't The College Board's report mention speed writing (or shorthand) for note-taking? Despite these few omissions, however, the report can be quite useful. Teachers *and students* interested in a single free copy of the booklet are invited to request one by writing to the Office of Academic Affairs, The College Board, 888 Seventh Avenue, New York, N.Y. 10106. Multiple copies are available in packages of 20 for $20 from College Board Publications, Dept. A48, Box 886, New York, N.Y. 10101.

All quotations: Copyright © 1983 by College Entrance Examination Board. All rights reserved.

About the author: Diane Glasgow is coordinator of the advanced level at the TESL Institute at Tulane University, New Orleans, Louisiana.

Note: "Excellence in English" appeared originally in the ***LaTESOL Newsletter*** in October 1983. The author has provided this revised version for the ***TN***. ***—Editor***

from LINGUAL HOUSE

PAIRallels

Pair Activities in Listening and Conversation

by Michael Rost and John Lance

Language Learning in **Pairs** can be intriguing, involving, and fun. In **PAIRallels**, students work together to discuss events, personalities, points of view; to collect, compare, decipher, speculate; to interpret and to solve problems.

Each lesson consists of "A" and "B" tracks of information in reading and listening formats, reconstructing activities, and problem-solving guides. Separate groups of students receive different inputs and then work together to solve problems. The problems range from finding out "who stole the jewels" to settling a domestic quarrel.

PAIRallels offers students an intriguing chance to expand their language ability. Recommended for high-intermediate to advanced language learners.

text, set of two cassettes, separate tape scripts and solution guide

PAIRallels joins the growing list of Lingual House courses consisting of:

Listening in the Real World
Listening Contours
Listening Focus
Listening Transitions
Pinch and Ouch: English Through Drama
Pinch and Ouch: Introductory Course
Pinch and Ouch: Acting Games
Listen and Act

For further information on **PAIRallels** and other Lingual House courses, please contact:

LINGUAL HOUSE PUBLISHING, INC.
P.O. Box 3537, Tucson, Arizona 85722-0537
Telephone: (602) 299-5562

A SELF-EVALUATION SYSTEM FOR ESL PROGRAMS

by Christine Uber Grosse and
John-Christopher S. Homan
Florida International University

A system of self-evaluation is useful for ESL programs in order to assess development and plan for constructive changes. Although many program evaluations are done by outside experts, anyone who is willing to devote time and energy to the project can conduct a self-evaluation of his/her program. Two of us, an instructor and an associate director, at the Tamiami Campus Intensive English program (IEP) of Florida International University devised such a system to measure the growth and effectiveness of our program. As we had hoped, the results of the study showed areas for improvement and development. We feel that the self-evaluation system we used can be used to equal advantage by other ESL programs and that the evaluation process is a valuable expenditure of time and effort.

Given all the problems and complexities of the evaluation process, the decision to conduct a self-evaluation is not an easy one. To simplify the procedure, we identified ten steps for evaluators to follow:

1. Analyze how a self-evaluation could be useful to your program.
2. Choose which issues to study.
3. Decide who will conduct the evaluation and who will use the results.
4. Outline how to collect the data.
5. Plan a schedule detailing when each phase of the project is due.
6. Encourage entire staff participation.
7. Provide feedback to the staff about progress and results.
8. Write a brief, readable summary of the major findings.
9. Communicate the results to the appropriate audience.
10. Conduct a follow-up evaluation to measure program development.[1]

Any number of reasons—ranging from personal advancement and political justification of existence to the satisfaction of funding requirements to program improvement—can be found to justify a self-evaluation. When the goal of the project is program improvement, support for the project among the administration, faculty and staff is easier to win; but even with this goal in mind, some administrators may fear the outcome of the study and try to manipulate the project or repress dissemination of results. The evaluators should be ready to reassure colleagues of the positive purpose of the evaluation—to help the program assess its strengths and weaknesses in order to improve.

One of the most difficult areas of our self-evaluation was deciding which of the many aspects of the program to study but we eventually decided to concentrate on identifying current strengths and weaknesses, possible areas for growth and perceptions of change in the program since its establishment. In order to minimize the bias of our results, we chose to collect information from as many sources as possible, tapping faculty, former students, administrators and IEP records for data.

Having decided upon the methods of data collection and divided the tasks between us, we planned personal interviews and questionnaires for the faculty and administrators in order to obtain two perspectives on the same issues. Every teacher and administrator agreed to be interviewed and seemed to enjoy the opportunity to express opinions about the IEP. All responses were anonymous and were compiled as group data. The instructor conducted the 24 faculty interviews while the administrator interviewed the other three administrators. The administrator made a questionnaire to send to 50 graduates of the program for a student perspective on our focus issues. The instructor collected enrollment and student demographic data from the IEP records.

We planned a schedule for completion of the components of the evaluation. The data was collected between January and March 1983 and the final report was presented in April 1983. Our study produced a great deal of information and, unfortunately, we included most of it in the final report. Ideally, the final report should have been a brief, readable summary of the major findings. In any case, it was distributed to appropriate deans and chairpersons and IEP faculty and administrators.

In designing the interview and questionnaire forms for faculty, administrators and students, we looked at models from a variety of sources.[2] The three forms we devised use fairly general questions to elicit specific information about the IEP.

The faculty/administrator interview consists of 17 questions about the IEP. The first question asks for an opinion about the program as a place to work. Subsequent questions ask the interviewee to identify major problems, outstanding areas, and areas for improvement. Next, the interviewer asks about the perceived reputation of the program in the community and its ability to meet the changing needs of the students. Following questions inquire as to changes in the program over the past six months, the effectiveness of placement procedures, program specialization of curriculum for certain types of students and kinds of students whose needs are not met by the program. Additional questions treat the subject of work relations in the IEP, i.e., how well people work together, how helpful the administrators are, how much feedback the administrators provide, and how much discretion the instructors have in class. The final question asks what changes the interviewee would like to see in the program over the next five years.

The faculty/administrator questionnaire is designed to be read by an Opscan reader to provide easier analysis of the results. Questions center on degree of interest in professional activities, use of library and audio-visual resources, attributes toward the program related to job satisfaction, pride, creativity, order, communication, progress and values. The Opscan reading gave data on the frequency, mean and standard deviation of responses.

The first group of questions on the student questionnaire asks for demographic information. The next series of questions refers to the academic background and career plans of the student. Subsequent questions cover the topics of how well the program prepared the student for academic work and/or career, changes in the quality of instructions over time, willingness to recommend the program to others, reasons for choosing the program, and suggestions for improving it. The last two questions ask the student to identify strengths and weaknesses of the program.

Since the results of the self-evaluation were compiled and distributed to the faculty and administration, numerous changes have been taking place in the program. We feel confident that the process of self-evaluation did help to raise the consciousness of the people in the Intensive English Program about its needs. A follow-up study to assess change in the program and to identify ways of continuing its modification and improvement is planned for the future.

About the authors: Christine Grosse is project director of the Teacher Training Program at Florida International University. She has published in the *Modern Language Journal* and *Foreign Language Annals*. John Harmon currently teaches in the Intensive English Program and is former associate director of the Teacher Training Program at F.I.U.

---

[1] Sources with more information on how to conduct a program evaluation are:

Borich, Gary D. and Ron P. Jemelka. 1982. *Programs and Systems*. New York, NY: Academic Press.

Action Programs: Readings in Social Action and Education. Ed. by Carol H. Weiss. Boston, MA: Allyn and Bacon, Inc.

Jarvis, Gilbert A. and Shirley J. Adams. 1979. *Evaluating a Second Language Program*. Language in Education: Theory and Practice 19. Arlington, VA: Center for Applied Linguistics.

Sichel, Joyce. 1982. *Program Evaluation Guidelines*. New York, NY: Human Sciences Press, Inc.

Weiss, Carol H. 1972. *Evaluation Research: Methods for Assessing Program Effectiveness*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Weiss, Carol H. 1974. "Evaluating Educational and Social Programs: A Treeful of Owls." *Evaluating Social Action Programs: Readings in Social Action and Education*. Ed. by Carol H. Weiss. Boston, MA: Allyn and Bacon, Inc.

[2] We patterned our interview and questionnaire forms after the following models:

Michigan Organizational Assessment Package. 1975. Progress Report 11. Ann Arbor, MI: Institute for Social Research, Survey Research Center.

Peterson, Mark F. and William Jackson. 1982. "Calidad de Empleo del Refugiado Cubano." Questionnaire (mimeo). ESL-Help Project. Miami, FL.

Peterson, Mark F. and William Jackson. 1982. "ESL-Help: Assessment of Students' Attitudes about Work." Questionnaire (mimeo). ESL-Help Project. Miami, FL.

Peterson, Mark F. 1981. "Hospital Obstetric Unit Study. Part A. Interview with Labor and Delivery Nurses." Interview (mimeo). University of Miami. Institute for Health Administration and Research. Miami, FL.

PRACTICE TEACHING

Continued from page 1

5. Feedback provided by participants or learners should be an important part of the process of understanding and developing teaching skills (cf. Zamel 1981).

6. As suggested by the TPP administrators in the 1983 TESOL Convention, the expansion and the specialization in the field require curricular changes that are bound to be reflected in PT.

With these directions in mind, two stages are proposed to allow the trainees to move gradually into teaching.

The First Stage

During the first stage which lasts one term, tutoring and classroom observation are carefully coordinated so that the trainees are given the opportunity to be actively involved from the start without being required to do any formal classroom teaching, unless they have had previous teaching experience and ask to teach. While tutoring and observing, the trainees are encouraged to become familiar with such basic notions as student level, appropriate instructional and testing materials, syllabus, and lesson planning. Rather than plunge into classroom teaching and become overwhelmed by the responsibility, the trainee is assigned the limited task of tutoring one or two students following specific directions. Thus, while satisfying the trainee's strong desire to be practically involved, the first stage helps reduce the level of anxiety and provides invaluable insights into the learner's strategies. Constance K. Knop (1979, 1982) refers to some twenty-six anxieties especially with regard to lesson planning. She points out that "During the first weeks of student teaching, the novices continually express fears and apprehensions about the mechanics of planning and presenting different kinds of lessons. . ." (1979:477).

The parallel betwen the ESOL learner and the TESOL learner (i.e. the trainee) is striking. Both of course have their needs and anxieties, but while so much has been offered the former in terms of approaches, methods and techniques, relatively little has been done to accommodate the latter. Perhaps what is needed is a methodology of methodology recognizing the stages in mastering the teaching act.

Tutoring

As indicated earlier many prospective ESOL teachers are attracted to the field through some tutoring experience. Current usage reserves the term "tutor" for the paraprofessional or volunteer, e.g. Harrison's Structured Tutoring (Madsen 1979:29). In the context of PT, it represents the transition from the paraprofessional to the professional or from the volunteering aide to the trained teacher. As an integral part of the PT process, it is carefully structured and closely coordinated with classroom observation. One tutor helps one or more students develop their communication skills guided by the teacher's suggestions and the learner's needs. The trainee records the activity of each session and comments on the problems encountered in a report, checking from time to time with the appropriate teacher or coordinator. In a sense, tutoring is a preteaching activity to be distinguished from teaching in degree rather than in kind.

Major Functions of Tutoring

As the starting point in PT, tutoring can contribute to the preparation process in several significant respects.

1. It helps reduce the trainee's anxiety by providing a relaxed setting in the transition to formal teaching. This is how some trainees describe their experience:

> The tutoring sessions were an interesting experience, showing me the great amount of flexibility needed to meet the unexpected while teaching. My lesson plans were not always used and my tutees came to me with specific problems they had encountered that week. . . . Each student has specific needs and is at a different level.
>
> Tutoring a group of four was a very interesting experience—somewhere between tutoring and teaching. . . . The closer link with their teacher was helpful, too; very much to the students' advantage.

2. The tutor has a chance to compare the learner's strategies both individually and in class. One noticed that her tutee:

> . . . was much quicker to comprehend lessons than in class and became increasingly eager to achieve and less bothered by possible errors. She liked working at the board for me but did not like [the] language lab.

3. Putting ideas to the test is another advantage of structured tutoring. One trainee related her own attempt:

> I was interested to see that the student had tremendous difficulty hearing /r/ and /1/. (I had them sign /r/ or /1/ as I spoke, for listening practice), yet she could produce them very clearly and, in fact made the greatest improvement. I'm wonderng now: Do listening skills precede productive ones? How are they related?

Tutoring also provides the trainee with the opportunity to become acquainted with some diagnostic and evaluation tools and the student's use of textbooks.

Classroom Observation

In addition to tutoring, the first stage involves systematic classroom observation. The idea is to relate the insights gained through tutoring to those developed through classroom observation in order to achieve a better understanding of both learning strategies and teaching approaches. To maintain continuity and constant feedback, the observation report includes such points as pre- and post-observation consultation with the teacher so that the teaching act is observed, not as an isolated part but as a connected activity in a meaningful context, very much like a scene in a well-knit play.

The observation report provides a rather comprehensive checklist of classroom activities and possible strategies to help the trainee understand the teaching process. It is important that the observer be encouraged to ask questions and that the experienced teacher offer guidance in the responses or comments. At the same time, there is no reason why the trainee should not make constructive suggestions for the teacher to consider. In our experience such suggestions are usually well received, which renders the dialog between trainee and teacher mutually beneficial.

Major Functions of Observation

From the trainees' perspective, observation as an integral part of PT is valuable in many respects, as illustrated by the following comments made at the end of the term.

1. The importance of structured observation:

> The observation sheets were a good help, not only to point out the different aspects we needed to observe, but also because . . . they give an idea of what the components of a lesson plan are and how to use them. Made me aware also of all the variables involved when dealing with a classroom full of students.

2. Relating observation to the methods class:

> I found it helpful to observe the application of things we have been learning in TESOL methods.

3. Relating observation to tutoring:

> I felt this to have been very beneficial as a means for getting ideas to use with my tutees or at some future time.

4. Relating observation to teaching:

> With very limited experience as an observer, I never could think of suggestions to the teachers, since they all appeared effective. . . .When I do take this course 2nd term . . . and I have to teach, I'll draw upon my observation exercises when I formulate a teaching plan. Observations, I can see now, are an integral part of the person's experience.

5. Comparison with peers:

> The class observations enabled me to see my students' reactions to other methods and to see the techniques of my peers. It put my view of myself as a teacher into perspective and gave me some good ideas for my own classes.

6. Awareness of the variety of teaching styles:

> I did learn from observing that teaching can be done in many different ways and that it is necessary to determine which is the best way for the individual teacher and the fulfillment of the students' needs.
>
> I gained insight into good teaching methods and I also saw some things I never plan on doing.

Problems and Suggestions

It should be pointed out that for the beginning trainee the detailed observation

Continued on next page

PRACTICE TEACHING

Continued from page 30

report can be rather overwhelming. Even noticing the exact number of students in the class takes some training. (In one case, a significant number of the trainees thought a ten-student class to have more than twenty!) It may be helpful at first to concentrate on certain features each time, e.g., questioning, correction strategies, etc. Another suggestion is to provide orientation sessions, just as in the case of tutoring, to anticipate problems and share experience. Furthermore, once the observation reports with the teachers' comments have been completed, they are made available to all the participants to study.

The Second Stage

During the second term, the trainees start teaching in conjunction with tutoring students and observing classes. To reduce anxiety and ensure confidence, the trainees are usually guided by experienced teachers who allow them gradually to assume teaching responsibilities. Needless to say, the trainees should be accommodated especially as they vary in their teaching backgrounds, ranging from those with no experience beyond tutoring to those with considerable experience either in the United States or abroad.

Problems and Suggestions

The trainees' comments reveal the importance of having a clearly structured system of observation and of continuity over the two terms. For the trainees without prior teaching experience, it is a gradual and smooth transition from tutoring to classroom teaching. For those with prior teaching experience, it is a chance to develop teaching skills as illustrated by the following comment:

> It gave me a chance to analyze my own approach to the teaching of reading and put into practice what I've been learning, which will make what I've learned much more permanent. I've changed my teaching to include the systematic instruction of specific reading skills with the contributions of psycholinguistics squarely in mind.

It is interesting to note that Freeman (1982:21, 27), while distinguishing between training and teaching development, indicates that his three approaches—the supervisory, the alternative, and the non-directive—represent three stages in terms of needs from training to development. Whether with or without prior teaching experience, the trainee is encouraged to relate theory to practice utilizing insights gained through the class discussion, the suggested reading and the oral reports assigned in the TESOL methods class.

Self Evaluation

The training experience is highlighted by the videotape presentation for constructive peer feedback. Using the observation report checklist, the trainee introduces the lesson plan, the specific objective, the stages and the devices or techniques used, showing representative segments with brief comments. This is followed by questions, comments and suggestions from the participants.

The final step is for the trainee to write an outline of the lesson with comments on the parts and strategies in light of the TESOL class discussion and peer suggestions. If properly done, this self evaluation can be an effective procedure for self improvement and developing teaching skills. In some cases, the trainee tends to be on the defensive, trying to justify the plan, but by and large there is a strong desire to improve and to accept constructive criticism offered by teachers and peers. The following comment is typical.

> Now that I have actually seen myself in action, and gotten some valuable criticism of my teaching, I feel I can get to work on keeping those good aspects of my teaching and improving those aspects that need improvement.

For those trainees with little or no experience, two terms of PT cannot be considered adequate; a third term practicum is recommended. In this practicum, the trainee focuses on teaching in one area of TESOL, e.g., high school, adult basic education, etc., guided by an experienced teacher.

Conclusion

To sum up, this paper presents a model for integrating the major PT activities of tutoring, classroom observation and teaching in two stages. While alleviating anxiety, the proposed model helps the participants gain valuable insights in developing their teaching skills guided by constructive feedback from both experienced teachers and peers. For the system to work, it must be assumed that the TPP is closely coordinated with the ESL program so as to facilitate the continuous dialog between teachers and trainees. Although this involves additional effort on the part of the teachers, the process is beneficial not only to the teachers and the trainees but to the ESL students. It becomes a true learning experience involving all the participants. Further experimentation and refinement especially in the evaluation procedure can certainly enhance PT.

About the author: Naguib Greis is professor of English at Portland State University (Portland, Oregon) where he is also the director of the Center for English as a Second Language.

REFERENCES

Blatchford, Charles H. (Ed.). 1982. *Directory of teacher preparation programs in TESOL and bilingual education 1981-1983.* Washington, D.C.: Teachers of English to Speakers of Other Languages.

Carver, David and M.J. Wallace. 1975. Some applications of micro-teaching to TESL. *English Language Teaching* 29.3:184-190.

Fanselow, J.F. 1977. Beyond RASHOMON: conceptualizing and describing the teaching act. *TESOL Quarterly* 11.1:17-39.

Fanselow, J.F. and Richard L. Light (Eds.). 1977. *Bilingual, ESOL and foreign language teacher preparation: models, practices, issues.* Washington, D.C.: Teachers of English to Speakers of Other Languages.

Freeman, Donald. 1982. Observing teachers: three approaches to in-service training and development. *TESOL Quarterly* 16.1:21-28.

Knop, Constance K. 1979. Developing student teacher skills in lesson planning and self-critique. *Foreign Language Annals* 12.6:477ff.

Knop, Constance K. 1982. Overview, prime, drill, check: an approach to guiding student-teachers in lesson planning. *Foreign Language Annals* 15.2:91-99.

Madsen, Harold S. 1971. Innovative methodologies applicable to TESOL. In Marianne Celce-Murcia and Lois McIntosh (Eds.). *Teaching English as a second or foreign language.* Rowley, MA: Newbury House Publishers, Inc.

Moskowitz, G. 1971. Interaction analysis: a new modern language for supervisors. *Foreign Language Annals* 5.2:211-221.

Moskowitz, G. 1980. The classroom interaction of outstanding foreign language teachers. *Foreign Language Annals* 9.2:135-157.

Stevick, Earl W. 1976. Some psychological perspectives on language learning. *Memory, Meaning and Method.* Rowley, MA: Newbury House Publishers, Inc.

Stevick, Earl W. 1980. Teaching languages: *A way and ways.* Rowley, MA: Newbury House Publishers, Inc.

Wallace, M.J. 1981. Toward a skill-based analysis of EFL teaching skills. *TESOL Quarterly* 15.2:151-157.

West, Michael. 1959. Practice-teaching in the training of language teachers. *English Language Teaching* 13.4:149-154.

Zamel, Vivian. 1981. Cybernetics: a model for feedback in the ESL classroom. *TESOL Quarterly* 15.2:139-150.

AFFILIATE NEWS

Continued from page 26

AFFILIATES OFFER SCHOLARSHIPS

The executive board of **MinneTESOL** announces a $400.00 tuition scholarship to help the recipient defray expenses involved in attending the 1984 TESOL Summer Institute.

Intermountain TESOL awarded a $200.00 scholarship to **Norma Nemoto Murray**, BYU graduate student, to attend TESOL '84.

A scholarship will be awarded to one member of **Illinois TESOL/BE** who attends and successfully completes course work at the 1984 TESOL Summer Institute. This scholarship will be a reimbursement of tuition fees up to $400.00.

A highlight of the TexTESOL Conference last October 22, 1983, was the awarding of ten TESOL Convention 1984 scholarships of $100.00 each. The scholarship funds were drawn on the treasuries of **TexTESOL I, II, III, IV and V.**

BATESOL'S ESL WEEK

Congratulations are in order for BATESOL. They were successful in getting Baltimore County to designate November 7-11, 1983 as **English as a Second Language Week.** One proclamation (see below) was signed by the County Executive Donald P. Hutchinson, and a second one by Baltimore Mayor William Donald Shaefer.

PROCLAMATION
BY THE COUNTY EXECUTIVE,
BALTIMORE COUNTY
DESIGNATING NOVEMBER 7-11, 1983
ENGLISH AS A SECOND LANGUAGE WEEK

Whereas, one of the things which has made this country great has been its successful integration of immigrants from many different lands; and

Whereas, one of the most important steps in this process has been the teaching of our national tongue—English—to those who may have never spoken it before; and

Whereas, because our nation has always been a nation of immigrants, those professionals who teach English as a second langauge have historically played a crucial role in our educational system, and today continue to help refugees from international strife become a part of American society; and

Whereas, on November 5, the organization for **Baltimore Area Teachers of English as a Second Language (BATESOL)** will hold its annual conference at Towson State University, providing a forum for local professionals in this field to learn new methods and share ideas:

Now, therefore, I, Donald P. Hutchinson, as County Executive of Baltimore County, do hereby proclaim November 7-11, 1983 as

ENGLISH AS A SECOND LANGUAGE WEEK

in Baltimore County, and do join the members of **BATESOL** in recognizing them for their contributions to our society.

Macmillan ESL
A program for every level

REACH OUT
WHAT?
NEW ROUTES TO ENGLISH
INTERMEDIATE SKILLS
STUDENT BOOK FOUR
Computer Science

PLUS:

- Graded Readers
- Writing and Grammar
- Speaking and Listening
- Survival Skills
- Adult Basal Programs
- Teacher Resources
- Supplementary and Audio-visual Materials

Write for our catalog:
MACMILLAN PUBLISHING COMPANY • SCHOOL MARKETING • 866 THIRD AVENUE, NEW YORK, NY 10022

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

Officers 1984-85

President
Charles H. Blatchford
3901 Bannister Road
Fair Oaks, California 95628

First Vice President
Jean Handscombe
North York Board of Education
Toronto, Ontario M2N 5N8

Second Vice President
Jean McConochie
Pace University
New York, New York

***Executive Board:* Penelope M. Alatis,** Francis C. Hammond Jr. High School, Alexandria, Virginia; **Jeffrey P. Bright**, City College of Chicago, Chicago, Illinois; **Marianne Celce-Murcia,** University of California, Los Angeles, California; **JoAnn Crandall,** Center for Applied Linguistics, Washington, D.C.; **John Haskell,** Northeastern Illinois University, Chicago, Illinois; **Holly L. Jacobs,** Marietta, Georgia; **Elliot L. Judd,** University of Illinois at Chicago, Chicago, Illinois; **Darlene Larson,** New York University, New York, New York; **Penny Larson,** San Francisco Community College Centers, San Francisco, California; **Lin L. Lougheed,** Instructional Design International, Inc., Washington, D.C.

Executive Director: James E. Alatis, Georgetown University, Washington, D.C.

Executive Assistant: Carol LeClair, Washington, D.C.

Development and Promotions: Aaron Berman, San Francisco, California

Convention Coordinator: Rosemarie Lytton, Washington, D.C.

Editor, TESOL Quarterly
Barry P. Taylor
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Editor, TESOL Newsletter
Alice H. Osman
F. H. LaGuardia Community College, CUNY
Long Island City, New York 11101

Editor, Convention Daily
Jerry Messec
Florida State University
Tallahassee, Florida 32306

TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*. **Annual membership rates:** Regular membership, $33; Student membership (for those engaged in at least half-time study), $16.50; Joint membership (two-member household), $49.50; Institutional membership, $49.50; Commercial membership, $165; Paraprofessional, Retired, Unemployed or Volunteer membership, $16.50. **Additional mailing fee:** Foreign surface mail add $5 or foreign air mail add $15. Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL Central Office, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Telephone: (202) 625-4569. **For change of address** or other information, write to TESOL at the preceding address.

TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 U.S.A.
TESOL NEWSLETTER • VOL. XVIII, NO. 2, APRIL 1984

TESOL
TESOL'S Oregon Summer

TESOL SUMMER INSTITUTE
JUNE 25—AUGUST 3, 1984
OREGON STATE UNIVERSITY

TESOL SUMMER MEETING
JULY 13-14, 1984
OREGON STATE UNIVERSITY
For More information, please contact

KARL DROBNIC, DIRECTOR
1984 TESOL SUMMER INSTITUTE
ELI, OREGON STATE UNIVERSITY
CORVALLIS, OREGON 97331 USA

MARIANNE McDOUGAL, DIRECTOR
1984 TESOL SUMMER MEETING
ELI, OREGON STATE UNIVERSITY
CORVALLIS, OREGON 97331 USA

TELEPHONE: 503 754-2464
TELEX: 510-596-0682 OSU COVS

NON PROFIT ORG.
U.S. POSTAGE
PAID
Bloomington, Ill.
Permit No. 16

ISSN 0496-0987

TESOL NEWSLETTER

Vol. XVIII No. 3 Teachers of English to Speakers of Other Languages June 1984

Results of a U.S. Survey:

Public School Teacher Preparation and the Teaching of ESL

J. Michael O'Malley
InterAmerica Research Associates, Inc.
and
Dorothy Waggoner
Washington, D.C.

An estimated one half of all public school teachers in the United States reported in a national survey in 1980-81 that they were currently teaching limited-English-proficient language minority (LEP) students* or had taught such students in the past. Only one teacher in seventeen, however, had taken a course or courses in teaching English as a second language (ESL) although others had taken courses in bilingual education. Among the 129,000 teachers who reported that they taught English as a second language in 1980-81, two in five had at least minimal ESL preparation. These results are from the 1980-81 Teachers Language Skills Survey (TLSS), a study conducted for the U.S. Department of Education to determine how many public school teachers had the training and language skills to teach LEP students, how many were using their students' non-English home language to instruct them and how many were teaching ESL. This paper focuses on teachers with preparation to teach ESL and those teaching ESL in 1980-81. It suggests the need for more attention to the preparation and qualifications of teachers being assigned to classrooms with LEP students in order to assure that these students have an equal educational opportunity.

Introduction

The number of appropriately trained teachers providing instruction to limited-English-proficient language minority (LEP) students is a subject of concern to educators, policy makers and constituent groups. The interest of educators in this topic stems from concern for staffing local programs and for planning preservice and inservice training for teachers. The interest of policy makers stems from the relationship of teacher preparation to the quality of instruction which will meet civil rights guarantees and from their responsibility for the allocation of resources to teacher training programs. The principal concern of constituent groups is to assure that sufficient teachers are prepared to offer quality instructional services which will meet the needs of the students.

Two major instructional strategies designed specifically to meet the needs of LEP students in the United States are instruction employing the non-English home language of the students in content areas and instruction in English as a second language. Because most bilingual programs also include instruction in ESL, these strategies are not mutually exclusive. In the 1980-81 Teachers Language Skills Survey, the source of the information in this article, 26,000 teachers reported that they were teaching ESL and also using a non-English language in instruction. About 30,000 other teachers reported that they were teaching bilingually but were not teaching ESL. Some of these teachers may have been teamed with other teachers who imparted the ESL instruction. This article focuses on teachers with preparation to teach ESL and, especially, on the 103,000 teachers who reported that they were teaching ESL but not using their students' non-English home languages and the 30,000 who reported that they were teaching ESL and teaching bilingually, either to assist in the ESL instruction or in other content areas.

Some of the major findings from this study which we discuss in this article are the following:

- An estimated half of all public school teachers in the United States have immediate or previous experience with LEP students in their classes.
- A growing number of public school teachers report that they are teaching English as a second language, at least for limited periods of the instructional day.
- Teachers teaching ESL and, to a much greater extent, teachers in general are not professionally prepared to assist their LEP

Continued on page 18

---

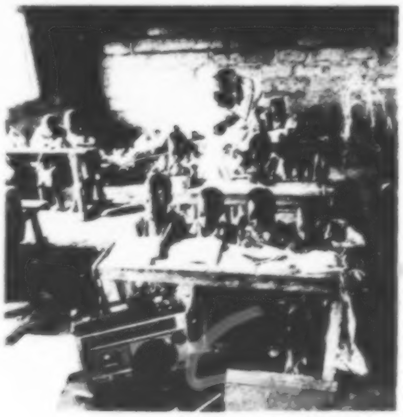
*The full term is **language minority children with limited-English-proficiency** as defined in the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1965, as amended in 1978. Three quarters of LEP children in the United States are native born and they may or may not speak their home languages. (See O'Malley 1981)

KENYANS TUNE IN

by Maurice Imhoof
Academy for Educational Development

One of the questions facing numerous developing countries is how to provide low-cost but effective ESL or EFL instruction. Many countries are strongly committed to the teaching of English as an international language, but are incapable of providing widely accessible, quality programs within modest, and usually dwindling, resources.

An innovative approach to providing ESL instruction is currently underway in Kenya where radio is being used to teach English in the first three primary grades. Preliminary results are very encouraging and suggest that the process for developing the instructional radio programs, and the radio lessons themselves, may provide a model for other countries facing similar educational problems. A brief description of the project will illustrate some of the



Radio Language Arts Project, Kenya
photo by David Edgerton

A radio broadcast in a rural Kenyan classroom, third grade. The teacher is helping a pupil find the place on a worksheet.

Continued on page 7

TESOL NEWSLETTER
Alice H. Osman, Editor
F. H. LaGuardia Community College, CUNY
31-10 Thomson Avenue
Long Island City, New York 11101
Telephone: (212) 626-8546 or
(212) 663-5819

Editorial Staff and Advisory Board

Richard Allwright, *University of Lancaster*, Lancaster, England; **John Boyd,** *Illinois State University*, Normal, Illinois; **Mary Ann Boyd,** *Illinois State University*, Normal, Illinois; **Mary Ann Christison,** *Snow College*, Ephraim, Utah; **Andrew Cohen,** *Hebrew University*, Jerusalem, Israel; **Cathy Day,** *Eastern Michigan University*, Ypsilanti, Michigan; **Irene Dutra,** *Bronx Community College, CUNY*, Bronx, New York; **Ronald Eckard,** *Middle East Technical University*, Ankara, Turkey; **Winifred Falcon,** *American Language Program, Columbia University*, New York, New York; **Douglas Flahive,** *Colorado State University*, Ft. Collins, Colorado; **Sergio Gaitán,** *Instituto Mexicano-Norteamericano de Relaciones Culturales, A.C.*, Mexico City, Mexico; **Liz Hamp-Lyons,** *University of Edinburgh*, Glasgow, Scotland; **Mary Hines,** New York, New York; **Carol J. Kreidler,** *Georgetown University*, Washington, D.C.; **Darlene Larson,** American Language Institute, New York University, New York, New York; **Jean McConochie,** *Pace University*, New York, New York; **Carmen Judith Nine-Curt,** *Universidad de Puerto Rico*, Rio Piedras, Puerto Rico; **Robert Oprandy,** *Teachers College, Columbia University*, New York, New York; **Howard Sage,** *American Language Institute, New York University*, New York, New York; **Richard Schreck,** *Heidelberg College*, Tiffin, Ohio; **Lise Winer,** *Université de Montréal*, Montréal, Canada.

Production Manager
Lars LaBounty
Pantagraph Printing
Bloomington, Illinois 61701

Advertising Manager
Aaron Berman
TESOL Development and Promotions
P.O. Box 14396
San Francisco, California 94114
Telephone: (415) 697-5638

The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. **See back page for membership information.**

TN **welcomes news items** from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for **conference announcements** and **calls for papers** which should not exceed **150 words.** Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1500 words** or five typed **double space pages.** In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to **special sections** of the *TN* are advised to send two **copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Howard Sage, American Language Institute, New York University, Washington Square North, New York, NY 10003*; **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **On Line:** *Richard Schreck, Heidelberg College, Tiffin, Ohio 44883*; **Standard Bearer** (employment issues); *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting **job notices**, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: August 20th for the October *TN*

President's Note to the Members

CHANGE AND RISK

Not long ago I visited an affiliate whose responsive program committee had decided to change the previously unsatisfactory two-day Saturday-Sunday schedule (members didn't like Sunday), to Friday and Saturday, although Friday morning was an untested experiment. Over half of the total convention participants came for very successful Friday morning sessions; there was uncertainty and risk, but a change was thoughtfully made and it seems everybody won!

Change is risky, but like it or not, life *is* changing as we all churn toward the 21st Century. I do not suggest change just for the sake of change. Rather, I suggest change in order to keep pace, to savor newness, to experience vitality. A personal example: Last summer for the first time, I went white-water rafting. Exciting? Adventurous? Risky? Yes! I don't care to do it again, yet it did something for me: "pushing aside the tangle, venturing beyond the mainstream and tasting heart in mouth vitalized the impulse of life" (thanks to James Simmons). In an attempt to unify my personal and professional lives, I now ask myself parallel questions stemming from that experience: how do I encourage my students to experience change or vitalize the impulse of their lives? (and do I allow them to do so without reprisal?), how do I vitalize my teaching?, how am I preparing myself to venture beyond, to deal with the changing new age of a world society?

Difficult questions, but if I attune myself to it and am willing to risk the iciness, the injury, the upset of educational white-water, I find there is support "out there". A recent headline, "Education college revamped for information age," cites the University of Minnesota-Duluth's shift from an "industrial-age framework" to a " 'human service education system' to train students for information-age professions" (*Leading Edge*, April 23, 1984). "Education is not a preparation for life; it *is* life," they say, which recalls the aphorism that life is what happens to you while you're making other plans.

One risk involved in change or doing things differently is not only enduring scorn, but feeling out of control and insecure. Another fear is that in letting go of our accustomed acts, we will have nothing left. Encouraged from early in our lives to save, some of us hoard our old ideas, afraid to waste them out of fear that if we let them go, there won't be any replacement with *new* ideas! (Sometimes we don't realize that the longer we carry them around, the more they smell!) I well remember the glorious liberation I felt the day I threw away my mildewed notes from graduate school—the physical and psychological space I then had for fresh ideas! But the positive attributes of newness may produce a negative anxiety equally difficult to handle.

One traditional goal of teaching, in the United States at least, has been to "educate for freedom." The information age looks at education as a process of nurturing, of allowing growth and change to happen, of educating to make informed choices. My challenge is to provide a model for my students of capably and responsibly handling that freedom and its risk. Am I willing to live my life in that experimental mode? How can I make my classroom an experimental place where learners can experiment with the freedom I give them in another language, before they face the real thing? Am I willing to let them experiment, make and learn from mistakes, and rescue them from the white water only if they endanger themselves? For me and other teachers I know, it is difficult not to help and correct, and yet more difficult to see someone else endure the painful yet priceless experience of making mistakes. I need to keep asking myself these questions as a professional and as a person, too.

Conventional pressures, and the pressure of tradition, face us and often restrict our growth into becoming new beings and present a friction and resistance to the future, which has to be. So, just as some warn against "Change for the sake of change", others might enjoin against "Tradition for the sake of tradition." Our challenge is to balance the maintenance of tradition and the exploration of change so as to allow us as teacher/learners to grow into the fullest beings we can be.

Charley Blatchford

CHARLES H. BLATCHFORD

BRANCHING OUT

Call for Papers
for *TESOL Newsletter Supplement No. 2*

Teachers all over the world are developing imaginative and soundly based language units or lessons. How do *you* expand a structure, function or theme? How do *you* reinforce and recycle? Would you be willing to share your best "lesson plan" or unit?

Lise Winer of the University of Montreal has been named as the editor of the next 16-page supplement which will be all about integrating language skills and using unifying themes in creative ways to teach them. This supplement is in response to the often-heard, fervent pleas for classroom-oriented articles. *Supplement No. 2—Branching Out*—is scheduled to appear in the February 1985 *TN*.

Submissions must be postmarked by July 31st. Send four copies of a *summary* of your best lesson plan or unit to: Alice H. Osman, Editor, *TESOL Newsletter*, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, NY 11101, U.S.A.

EDITOR LISE WINER TALKS ABOUT *BRANCHING OUT*

Many teachers have a favorite language teaching unit—one they've built up over the years, have used with different groups of students, have expanded with alternatives and a variety of media—an evolving combination of instructional modes. But who ever finds out about these gems? Usually a few individuals only.

TESOL Newsletter Supplement No. 2, Branching Out, will provide a way for us to share our best ideas, to stimulate and inspire our colleagues. Branching out means using language across the curriculum and around the world—exploring new paths, reaching students with more than just words. We're trying to put it all together, to coordinate all the information we've learned and the experience we've gained. How do we get from theory to practice—and back?

Innovative connections and combinations of methods, modes and materials where the whole is more than the sum of the parts, lessons designed to meet challenging classroom situations, and linguistically and pedagogically well-reasoned plans which may not fall under a single label are all welcome in *Supplement No. 2*.

Assisting Lise Winer in the task of producing *Branching Out* is an editorial staff/advisory board made up of Dick Allwright, University of Lancaster; Tara Goldstein, University of Montreal; and Darlene Larson, New York University.

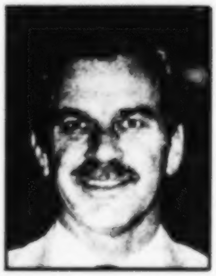
TESOL OFFICERS AND EXECUTIVE BOARD MEMBERS 1984-85

The election results for 1983-84 were officially announced at the Legislative Assembly gathered on March 9, 1984 at TESOL/Houston: **Jean Handscombe** (North York Board of Education, Toronto, Ontario) will serve as first vice president (and president in 1985-86) and **Jean McConochie** (Pace University, New York, New York) as second vice president. **Charles H. Blatchford** (first vice president in 1983-84) succeeds to the position of president in 1984-85. Elected to serve three year terms (1984-87) on the Executive Board are: **Jeffrey P. Bright** (City College of Chicago, Chicago, Illinois) as board member representing Interest Sections; **Marianne Celce-Murcia** (University of California, Los Angeles, California) as board member-at-large; **Elliot L. Judd** (University of Illinois at Chicago, Chicago, Illinois) as board member representing Affiliates. Continuing board members are: **Penelope M. Alatis** (to 1986); **JoAnn Crandall** (to 1986); **John Haskell** (to 1986); **Holly L. Jacobs** (to 1985); **Darlene Larson** (to 1985); **Penny Larson** (to 1985); and **Lin L. Lougheed** (to 1985).

FIRST VICE PRESIDENT

Jean Handscombe
North Board of Education
Toronto, Ontario

PRESIDENT



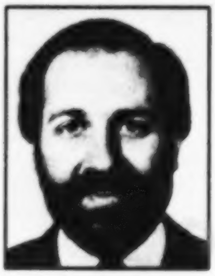
Charles H. Blatchford
Fair Oaks, California

SECOND VICE PRESIDENT

Jean McConochie
Pace University
New York, New York

EXECUTIVE BOARD MEMBERS

Penelope M. Alatis
Member-at-Large
Francis C. Hammond Jr. H.S.
Alexandria, Virginia



Jeffrey P. Bright
Interest Section Council Representative
Chicago Urban Skills Center
Chicago, Illinois

Marianne Celce-Murcia
Member-at-Large
University of California, Los Angeles
Los Angeles, California

JoAnn Crandall
Member-at-Large
Center for Applied Linguistics
Washington, D.C.

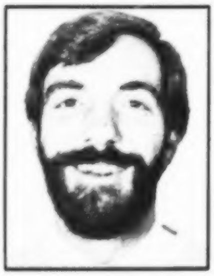
John Haskell
Past President
Northeastern Illinois University
Chicago, Illinois

Holly L. Jacobs
Member-at-Large
Marietta, Georgia

Elliot Judd
Affiliate Council Representative
University of Illinois
Chicago, Illinois

Darlene Larson
Past-past President
New York University
New York, New York

Penny Larson
Past Second Vice President
San Francisco Community College Centers
San Francisco, California



Lin L. Lougheed
Member-at-Large
Instructional Design International, Inc.
Washington, D.C.

HOUSTON CONVENTION BUSINESS

PROCEEDINGS OF THE LEGISLATIVE ASSEMBLY

The Legislative Assembly of TESOL was convened at 5:15 p.m. on Friday, March 9, 1984 with John Haskell, President, presiding. Martha Haun was the parliamentarian.

Jean Handscombe, past Second Vice President, announced the following newly elected associate chairs of Interest Sections:

Teaching English Abroad, **Joseph Lieberman**
EFL for Foreign Students, **Deborah Marino**
Elementary Schools, **Scott Enright**
Secondary Schools, **Gail Slater**
Higher Education, **Kathi Bailey**
Bilingual Education, **Nancy Newkirk**
Adult Education, **Nick Kremer**
Standard English as a Second Dialect, **Sandra Terrell**
Applied Linguistics, **Kathy Flynn**
Research, **Miriam Eisenstein**
Refugee Concerns, **Julia Gage**
Teacher Education, **Dorothy Messerschmitt**

In lieu of a formal report, President Haskell remarked that it had been a wonderful year—thanks to TESOL members.

Ballots for Nominating Committee members were distributed to voters, collected and tallied by tellers Cathy Day, Lucy Grieco, Strini Reddy, and Jan Smith.

Executive Director Alatis read his report to the membership [see below].

John Fanselow, chair of the Rules and Resolutions Committee, read a resolution which had been approved by the Section Council and sent to the Assembly for consideration. The "Nuclear Freeze Resolution" called on the TESOL Executive Director to address a letter to the Heads of State of France, the U.S.S.R., the United Kingdom and the United States. During the discussion, Desmond Rome of TESOL Portugal offered an amendment which requested that the letter be sent to the Heads of State of all those countries who are known to have a nuclear capability. The amendment was passed, and the amended resolution was then passed by the Assembly.

Courtesy resolutions were then approved by the Assembly.

The results of the election for Nominating Committee were announced: **Anna Chamot** and **Mary Hines** (representing the Interest Sections) and **Liz Hamp-Lyons** and **Richard Orem** (representing Affiliates).

1984 TESOL CONVENTION RESOLUTIONS

RESOLUTION ONE
ON THE REDUCTION OF NUCLEAR WEAPONS

Whereas an alarming international political climate exists that makes accidental or intentional nuclear war an increasing possibility;

Whereas any war in the world could escalate to a nuclear conflict;

Whereas the rights of life and liberty cannot be preserved in a nuclear war;

Whereas the arms race is draining the economic and moral strength of the entire world;

Whereas there are better possible futures for ourselves and our children than massive arms expenditures or nuclear holocaust;

Whereas an international nuclear freeze has gained widespread public support;

Therefore be it resolved that the Executive Director of TESOL be directed to write a letter addressed to the Heads of State of all those countries who are known to have a nuclear capability, with a copy to the Secretary General of the United Nations, strongly urging them, if they have not already done so, to take the following, immediate steps to freeze and reduce the arms race, promote international security, and develop ways to resolve conflict without war;

- form international communications centers to assure communication during international crises;
- pledge that they will not be the first to use nuclear weapons under any circumstances;
- halt the funding of all nuclear weapons systems with first strike capability; and
- work constructively to achieve a worldwide, verifiable freeze followed by immediate reductions of nuclear weapons.

COURTESY RESOLUTIONS

RESOLUTION TWO

Whereas **Penny Larson** and **Elliot Judd's** comprehensive, well-organized and often humorous approach to the organization and running of this convention has been exemplary;

Whereas **Penny** and **Elliot** and their many committees have produced the best little ol' convention program y'll have ever seen;

Whereas two phones (one in the bathroom), one imported red Chinese rug and one cat with ringworm facilitated **Penny's reading of over 1200 abstracts;**

Whereas **Elliot** has demonstrated the ability to be a fashion plate clad in early morning pajamas in hotel hallways and to be a level-headed, organized Associate Chair;

Be it therefore resolved that TESOL say "Howdee" and "Thank yew! Come back, ya hear?"

Be it further resolved that TESOL express its deep gratitude and strongest appreciation for a job well done.

RESOLUTION THREE

Whereas y'll gotta see our little ol' city and talk good English to ale us po folks here in good ol' Texas, we were told;

Whereas **Jane Hughey** and **Michele Sabino**, the Local Chairs, and the hundreds of volunteers, yellow roses and all, have shown wonderful planning and patience with all of us national and international folks;

Whereas **Jane**, a semi-sophisticated Okie, has been transformed into a Houston fashion plate who can sugar-tongue hard work and good will from all and sundry; and **Michele**, a fiery vivacious little Italian, has been transformed into a downhome western cowgirl;

Be it therefore resolved that **Michelle** and **Jane** may reach the heights of the Spindletop Room with our thanks;

Be it further resolved that TESOL expresses its deepest pree-shee-aye-shun to all of the Local Committee for their great and glorious "lone star" effort.

RESOLUTION FOUR

Whereas **Dorothy Messerschmitt** has been the alter ego of Convention Chair Penny Larson and both the right and left-hand person of Penny;

Whereas **Dorothy** has given as much or more than many elected officers;

Be it resolved that TESOL, in the Northeastern Dialect **Dorothy** used to be accustomed to, say—"Thank you very much!"

RESOLUTION FIVE

Whereas all the **moles** of the ***Convention Daily*** and the brand new ***Pony Express*** have foregone light and air, but they see all,

Be it therefore resolved that TESOL present them all additional copies of the ***Convention Daily*** and ***Pony Express*** so that they have a chance to read them when they return home, to see what they missed at the Convention;

Be it further resolved that TESOL consider buying them sunlamps for use in New York next year, and

Be it finally resolved that they receive kudos from TESOL for their useful and dedicated work.

Continued on next page

Alatis Reports Membership Totals to TESOL's Legislative Assembly

Below is the portion of James Alatis's Executive Director's Report to the Legislative Assembly which highlighted 1983 membership information.

The membership total at the end of 1983 was 10,822 members, an increase of 333 over the previous year. Out of our total membership, 55% are regular members, 19% are student members, and 16% are institutional members.

Following is the breakdown of primary membership in the Interest Sections:

Teaching English Abroad	1654
EFL for Foreign Students in English-speaking Countries	577
ESL in Elementary Schools	510
ESL in Secondary Schools	585
ESL in Higher Education	1596
ESL in Bilingual Education	248
ESL in Adult Education	958
Standard English as a Second Dialect	68
Applied Linguistics	573
Research	173
Refugee Concerns	159
Teacher Education	110

Meet TESOL's Convention Coordinator:

Rosemarie Lytton

by **Monica Maxwell**
Georgetown University

Rosemarie Lytton filled the newly-created, full-time staff position of TESOL convention coordinator in December 1983. While TESOL '84 in Houston allowed her to experience a TESOL convention first-hand, her duties as part of the Washington central office will encompass a wide range of year-round activities. She will be handling and coordinating the many aspects of conventions past, present and future. At present she is wrapping up the Houston convention, doing registration for this year's TESOL Summer Meeting, working on TESOL '85, and, in addition, is looking to conventions as far ahead as 1990.

Rosemarie comes to the TESOL staff with invaluable enthusiasm and skill. After graduation from the College of William and Mary with a degree in comparative literature and French, she decided to pursue a career in the field of public relations. A job which involved organizing a convention the size of TESOL's—the annual meeting of the Association of American Medical Colleges—led her to focus her interests more narrowly on the organizing of conventions and promotional activities.

In addition to her professional skills, Rosemarie has a good deal of international experience—she has spent eight years living overseas, primarily in South East Asia. She feels that her experiences living abroad and struggling with learning languages such as Thai and Indonesian have brought a cultural awareness which she finds valuable in working within an organization as international as TESOL.

Rosemarie's position is one which will allow one individual to be a liaison between the central office and the convention chairs, committees, and TESOL's executive director. As convention coordinator, not only will she alleviate some of the work which other staff members and volunteers have had to shoulder in the past, she will be a valuable resource person who will bring continuity to the process of organizing the annual events. Rosemarie is now in the process of establishing guidelines which will make convention coordination go even more smoothly in future years.

After several months on the job, Rosemarie is most impressed with the TESOL spirit. After the Houston convention, she was left with what she describes as an "overwhelming impression of dedicated and enthusiastic volunteers." She is grateful for all the helpful advice and patience of those who have worked on past conventions. In recognizing the tremendous resource which TESOL has in its volunteers, Rosemarie views her role as one of enhancing an already successful system. Most of all, she looks forward to meeting and working with TESOL members through coordinating conventions during the years to come.

RESOLUTIONS

Continued from page 4

RESOLUTION SIX

Whereas **John Haskell** has undergone a sartorial transformation in keeping with his image as President;

Whereas his voice has lowered two octaves as a result of his oratorical efforts speaking on behalf of TESOL at affiliates;

Whereas his travels this year have improved his communicative competence by adding a tad of new dialects, eh?

Whereas the many memos to Central Office and Executive Board members have continued to improve the spelling capability of his typewriter;

Be it therefore resolved that TESOL prohibit **John** from buying any new clothes for one year, from taking speech therapy, from adding any new dialects and from selling his typewriter;

Be it further resolved that TESOL tip its 20-gallon Stetson to **John** for his Texas-style contributions to the organization.

RESOLUTION SEVEN

Whereas **John Fanselow** has combined the wisdom of Solomon and the patience of Job in enduring four long demanding years as TESOL vice president, president, past president, and past past president with perennial grace and unfailing good humor,

Whereas **John** has served TESOL *very long* and *very well*—working intensively with individual members, affiliates, interest sections, the Central Office, and the Executive Board,

Be it therefore resolved that **John** be restored to normal family life and to academic pursuits and that he be allowed to re-establish communication with his Communications Department,

Be it further resolved that TESOL thank **John Fanselow** and honor **John Fanselow** . . . that TESOL etch his name in stone . . . and bronze his sandals.

EXECUTIVE BOARD APPROVES POLICY STATEMENT OF STANDING COMMITTEE ON PUBLICATIONS

Note:

*The following policy statement was formulated by TESOL's Standing Committee on Publications and was reviewed and approved by the TESOL executive board on March 5, 1984. The chair of the committee on publications is H. Douglas Brown, San Francisco State University. Other members include James E. Alatis (TESOL executive director), Virginia French Allen, Barry P. Taylor (**Quarterly** editor)*, Alice H. Osman (***Newsletter*** editor), and G. Richard Tucker, Center for Applied Linguistics.

—Editor

1. TESOL, a professional organization for those concerned with the teaching of English as a second or foreign language, and of standard English as a second dialect, is actively interested in publishing material that will serve the members of TESOL and others with allied professional interests. This material may take the form of books, monographs, brochures, pamphlets, audio- and video tapes and films.

2. The academic goal of the TESOL publications program is to encourage the development of up-to-date "state of the art" materials from within the various professional interests represented in the organization—interests which are often unified under Interest Sections. The materials should be of high professional and technical quality and of a variety of types, e.g., teacher-training manuals, bibliographies, anthologies of papers and articles, handbooks, information on administration, curriculum, and testing. TESOL will not publish texts for use by ESOL students; these are best left to commercial publishers who are our colleagues and supporters, and with whom we do not wish to compete.

3. The fiscal goal of the TESOL publications program is, at the very least, to be self-supporting by generating revenues which recoup the cost of production and distribution. Some material of high professional and technical quality may have a limited market; however, it is our goal to offset the cost of producing and distributing such material by other material which would generate a substantial excess of revenue over costs. TESOL will thus seek to protect itself from financial loss and undue risk-taking. Ideally, the TESOL publications program will generate substantive excess revenue which could be used (a) to offset even further limited-market material, (b) to engage in some innovative projects related to the TESOL publications program, or (c) to contribute to some other TESOL project, as the executive board desires.

4. In summary, the TESOL publications program seeks to meet the growing and changing needs of the diverse membership in a fiscally responsible fashion. In essence, the TESOL publications program operates in a fashion very similar to many of our university presses. The publications committee coordinates and oversees the Publications program under the authority of the executive board of TESOL.

IT WORKS

Edited by Cathy Day
Eastern Michigan University

VOLUNTEER PROJECTS OFFER ESL STUDENTS COMMUNITY TIES

by Beth Smith
University of Iowa

How can students in a large city or university, who tend to live and associate with people of their own nationality, have purposeful, one-to-one contact with American speakers of English? One way, a way which can give students a sense of belonging to and contributing to their adopted community, as well as increase their self-esteem, is a volunteer project. The volunteer project for intermediate level students provided a stimulus for discussion, reading and writing, and an emotional basis for language learning.

Early in the semester, students were given a list of places needing volunteers along with phone numbers and names of people to contact. These places, most of which were listed in a local newspaper column "Volunteer Watch," included local hospitals, a senior citizens' center, the recreation center, a free clinic, and the public library.

Students were expected to set up their own appointments for interviews and/or applications. They were to spend at least an hour a week actually volunteering. They were also asked to keep a journal of the process of finding a job and of their experiences. Their final assignment was to write a paper summarizing and evaluating their experience.

While most students felt threatened by the assignment at first, as some students began to bring in reports of their experiences in finding positions, the fear of the others dissipated. After discussions with the bolder students and in conferences with me, the other students decided on their fields of interest.

Not all students successfully completed the project. (A few, in fact, gave up on finding a position and instead edited a newsletter of "things to do in the community" as a "service" to the class.) Nevertheless, most students realized some benefits from their attempts. A pre-pharmacy student offered her services at the free clinic. Despite her initial enthusiasm, she was not able to understand the doctors' orders well enough to carry them out. However, this somewhat depressing contact with the real world helped her to approach her English studies more seriously. Another student tried to become a volunteer at a hospital. This involved making about five phone calls and having a half-hour interview. Although in the end she was not able to work out a satisfactory schedule, she had increased self-confidence as a result of successfully handling the phone calls and interview.

Some of the happiest volunteers were those who were able to set up weekly meetings with senior citizens. At these times, they shared information about their backgrounds and the students eventually had meals in their partners' homes. These students felt that these friendships would probably continue as long as they remained in Iowa City.

The student who seemed most involved in her project was a Thai woman planning to get an M.A. in Early Childhood Education. She worked every morning for several weeks as a child care worker at the local recreation center, the parents being in classes at the time. At first, the children seemed afraid of her, which she decided was because they did not understand her. She was surprised that she could not understand them either. They soon began to get along, however, and one day Lalinee brought in a doll to help her tell them a story. By the time she had to give up the work, she had become attached to some of the regulars and they to her.

As the Thai student's journal indicated what her job came to mean to her, other students' journals were also detailed and expressed emotions which they were reluctant to share in other writing or which were simply not elicited by it. They used the journals in writing a final paper for which they developed a thesis statement around their overall response to their volunteering. The students included the use of some of the rhetorical styles they had been studying in the development of this thesis—process, chronological order, and analysis.

Student participation in the project and returns from it were not uniform, but the premise that a volunteering experience with American speakers of English would enable students to grow both emotionally and language-wise was borne out by a real blossoming of a number of students as they felt accepted by a part of the community.

About the author: Beth Smith teaches in the Intensive English Program at the University of Iowa, Iowa City, Iowa.

ENGLISH FOR COMPUTER SCIENCE

Norma D. Mullen • P. Charles Brown

English for Computer Science is designed for intermediate-level ESL students who are working with computers or studying computer science.

- provides up-to-date information on computer components and processes
- teaches the grammar and vocabulary of the English used in computer science
- develops the reading skills necessary to extract information from computer-related texts

AN INTRODUCTION TO COMPUTER ASSISTED LANGUAGE TEACHING

M.J. Kenning • M-M. Kenning

This is a practical introduction to using computers in language teaching. It is aimed at teachers already using computers who need practical help and simple programs and at teachers new to computers who need general programming information.

OXFORD UNIVERSITY PRESS
English Language Teaching Department • 200 Madison Avenue, New York, New York 10016 • (212) 679-7300

KENYANS TUNE IN

Continued from page 1

implications for improving teaching in developing countries.

The Problem

There are a number of conventional, and costly, approaches to improving ESL instruction.

- Provide each learner with a textbook and other supplementary materials.
- Provide more teachers and smaller classes.
- Lengthen the contact hours.
- Design teacher-proof materials, that is materials that can be taught with poorly qualified teachers.
- Improve teaching through preservice or inservice training.
- Write highly specialized materials that meet the specific needs of learners.

Given adequate funding, any of these approaches has a chance of success. In combination, they have an even greater chance. For most poor countries, these are not options, either in terms of budget or the time it takes for teacher training and materials development. With burgeoning school-age populations, the problems are immediate. (In Africa, approximately half the population is of school age and the proportion is rising.)

Rural children are often more disadvantaged as a result of poor distribution of limited resources, but the immigrants to urban centers are neglected as well because the already-strained system cannot accommodate the sudden shifts in population.

One solution to the limits of the educational approaches mentioned above, and to reaching a widely dispersed group of learners, is radio. Radio has a long history of instructional and cost effectiveness. Although in the industrialized world, it has lost out to its more glamorous offspring, television, radio holds an honored place in nonformal education throughout the world and continues to be used in the less developed world as an important medium for entertainment and education. It was partly because of Kenya's long history in both nonformal and formal educational broadcasting that the Radio Language Arts Project (RLAP) was located in Kenya.

Project Goals

The RLAP is a research and development project designed to test the feasibility of using radio as the major medium of instruction for teaching English.[1] The project is housed at the Kenya Institute of Education (KIE) in Nairobi. KIE is not only the curriculum development institution serving the Ministry of Education and Scientific Research and the Ministry of Social Services, it also writes and produces educational radio broadcasts in support of the classroom curricula.

Unlike the usual practice of using radio as a supplement, the RLAP is using radio intensively, in this case to take the place of the English lessons in the regular timetable. This intensive use of radio to provide the major instruction in the language is unique in Kenya and in most developing countries.

The radio lessons, based on the Kenyan English syllabus for the first three primary grades, are developed cooperatively by American and Kenyan specialists. A team of eight persons is designing, writing, producing, and, with the help of the Center for Applied Linguistics, evaluating the effectiveness of the lessons.

An additional project aim is to provide experience for the Kenyan professional staff in order to institutionalize the radio project at the end of the pilot phase and to implement the radio lessons on a national basis if the Ministry of Education decides to do so.

Research Design

The project design incorporates two evaluation strategies. One, the formative evaluation, is designed to test the quality of the radio lessons on an ongoing basis. Two, the summative evaluation, is designed to test the overall effectiveness of instruction by radio over a three-year period in a representative sample of schools.

Formative evaluation. This process is carried out by a group of 20 classroom observers who are experienced Kenyan primary teachers who as part of their regular work serve as educational resource persons in their districts. For the project, they observe radio lessons daily, completing an observation checklist, talking with teachers, and administering a weekly achievement test to randomly selected pupils. These reports are summarized by one of the project team members and are discussed at weekly staff meetings. Decisions are made about revising materials in upcoming lessons to compensate for learning difficulties observed in the classroom. This feedforward revision system permits the implementation of instructional radio materials only a few weeks after they are written and produced. New instructional strategies and exercises can be incorporated in the materials as needed rather than waiting until the end of the year or the end of the series.

Summative evaluation. Overall effectiveness of the instructional strategies depend on the cumulative effect of three years of teaching English by radio as compared to the conventional classroom instruction in Kenya. In brief, a test based on the Kenyan syllabus is administered each year to pupils in the conventional classrooms and in the radio classrooms, and results are compared.

Preliminary results after one year of broadcasting are very positive. Radio pupils achieved significantly higher scores in reading and in listening skills, with gains of fifty percent in listening. The most significant test will be to see if pupils continue to gain in reading and writing, the most difficult skills to teach by radio but the most important in terms of using English as a medium of instruction. Although evaluation will continue over the next two broadcast years, we are convinced that radio works. With care, it can be used to carry the major instructional burden of teaching English to very young children.[2]

Radio Teaching

There are a number of constraints in teaching English by radio. The limitations of radio as a one-way medium have been dealt with creatively. The strict pacing and strong organization of the presentation and practice required by broadcasting have given radio an edge over the conventional classroom. Presenting the linguistic content and developing the expected sociolinguistic skills have been more of a challenge, however.

The Kenyan English syllabus, which we are required to follow, is a traditional, grammar-based curriculum with a very heavy vocabulary load. It is actualized in a series of audio-lingual texts. One could no doubt develop a curriculum that would more clearly reflect current thinking about curriculum design, but the structures taught are probably very close to what many language teachers feel is important for children to learn in an academic setting. Second, and to a greater extent third, year radio lessons are centered around situations for using the language and follow a more functional approach.

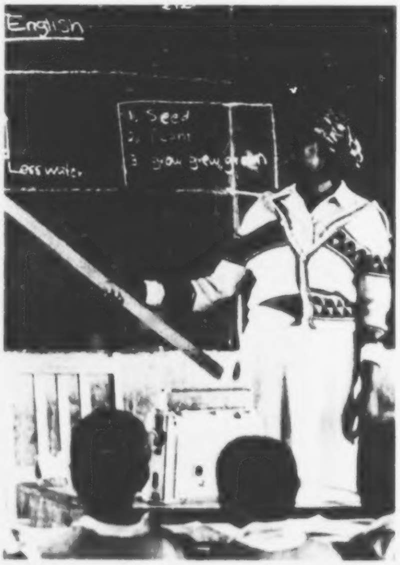


photo by David Edgerton

Radio Language Arts Project, Kenya. The teacher is pointing to items words she has written on the blackboard prior to the broadcast.

Even so, there is still a strong grammar and vocabulary focus, partly to assure education authorities, teachers, and parents that the radio children are getting the same content as the children in the regular

Continued on next page

KENYANS TUNE IN

Continued from page 7

classrooms. Additionally, the summative evaluation requires that the radio and control groups be tested on the same content. We obviously want to demonstrate that the radio children know, and can do, at least as much as the conventional children.

There are a number of ways radio lessons are unified and made more natural than a grammar-based text. A set of regular characters appears throughout the lessons, talking with each other and with the pupils. Settings are kept to a minimum, but represent typical rural Kenyan situations. The settings most often used in broadcasts during year two are a small general goods shop; the Hamisi family's house and environs; on the way to school; and of course the classroom.

Each daily thirty-minute lesson is made up of a range of activities familiar to language teachers but carried out by the radio characters:

- choral and individual question-and-answer exchanges between student and the radio
- structured conversation between the radio and the class or individuals
- nonverbal responses to radio language cues
- dialogues or stories that engage the pupils as participants
- reading aloud and silently from worksheets and the blackboard
- displaying and manipulating common classroom objects
- songs and games, and
- pattern drills.

The lessons are highly interactive in order to hold the interest of very young learners. Pupils make some sort of response to the radio on the average of once every twelve seconds. The thirty-minute lessons are broken into several short segments, some only a few seconds in length, others lasting up to five minutes. A typical segment begins with a context in which the new language might be used. The radio characters model the language. Then some form of practice is directed by the radio. And finally, the radio characters reinforce the correct responses.

The classroom teachers help model the children's behavior but are never required to provide a language model for the children during the broadcasts. The teachers, of course, conduct the follow-up lessons, but with guidance from the project. They generally participate in the broadcasts, encouraging and leading the pupils to respond enthusiastically and in a timely fashion to the radio cues.

Conclusion

Although it may not be the ideal medium for teaching English, radio is demonstrably more effective than teachers who are overworked and underqualified. Kenyan teachers—even the very good ones—in the project schools are enthusiastic about the radio lessons. At the end of the first year, 89% of the teachers and headmasters rated the lessons as "good" or "excellent." Both the improved proficiency of the pupils and the strong support by teachers suggest that instructional radio will prove to be an effective tool for teaching English to rural primary school children. Where circumstances require less costly alternatives to improving the quality of ESL instruction, radio is an appropriate technology.

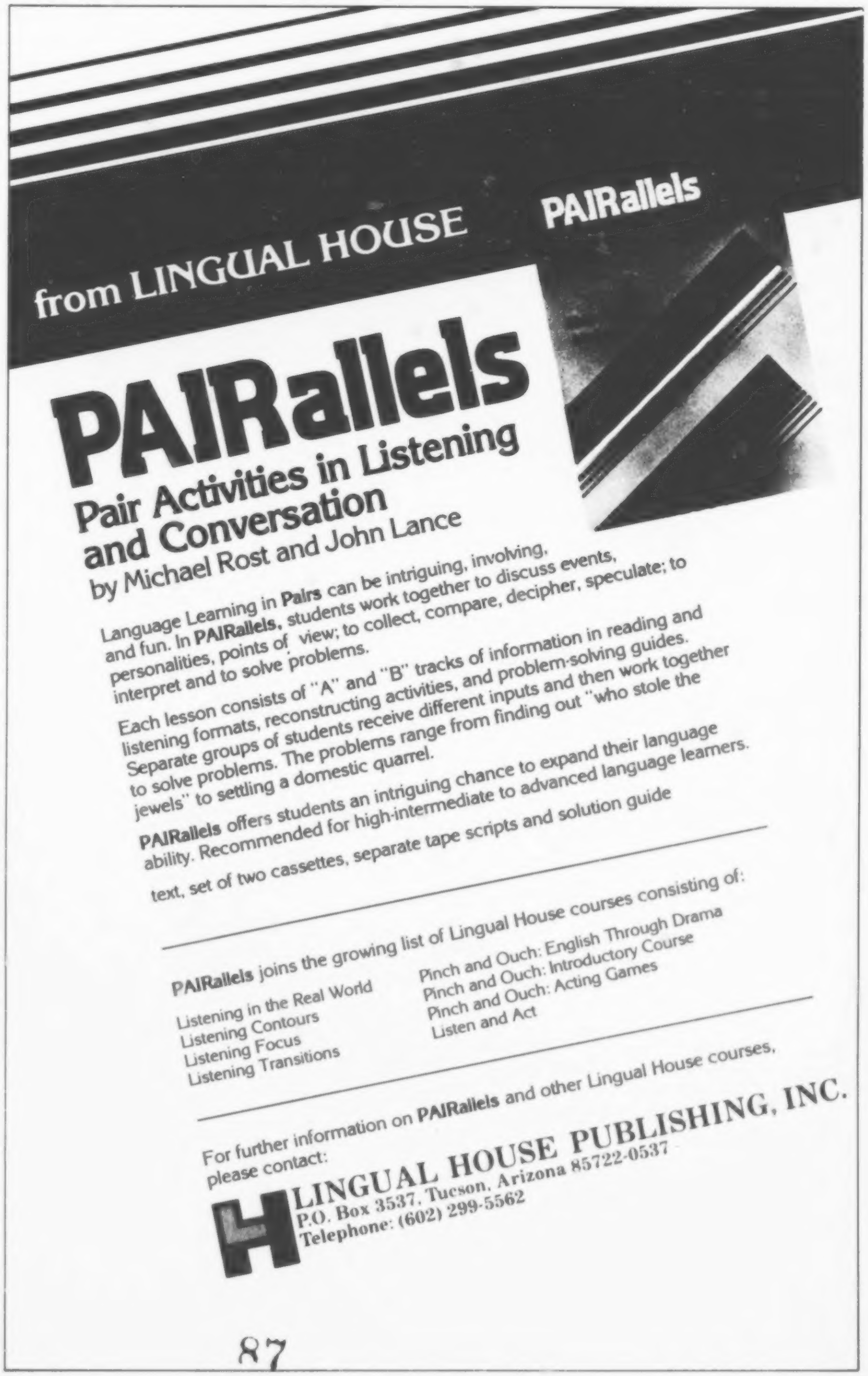
About the author: Maurice Imhoof is Senior Program Officer at the Academy for Educational Development (1255 23rd Street, N.W., Washington, D.C. 20037) where he specializes in the use of radio in formal and nonformal education.

NOTES

---

[1] The RLAP is a joint project between the governments of the United States and Kenya with major funding by the Bureau for Science and Technology of the Agency for International Development. The project is being implemented by the Kenya Institute of Education and the Academy for Educational Development, Washington, D.C.

[2] Project documents describing various aspects of the Radio Language Arts Project in more detail are available from Maurice Imhoof, Project Director, Academy for Educational Development, 1255 23rd Street, N.W., Washington, D.C. 20037, U.S.A.



from LINGUAL HOUSE

PAIRallels

PAIRallels
Pair Activities in Listening and Conversation
by Michael Rost and John Lance

Language Learning in **Pairs** can be intriguing, involving, and fun. In **PAIRallels**, students work together to discuss events, personalities, points of view; to collect, compare, decipher, speculate; to interpret and to solve problems.

Each lesson consists of "A" and "B" tracks of information in reading and listening formats, reconstructing activities, and problem-solving guides. Separate groups of students receive different inputs and then work together to solve problems. The problems range from finding out "who stole the jewels" to settling a domestic quarrel.

PAIRallels offers students an intriguing chance to expand their language ability. Recommended for high-intermediate to advanced language learners.

text, set of two cassettes, separate tape scripts and solution guide

PAIRallels joins the growing list of Lingual House courses consisting of:

Listening in the Real World
Listening Contours
Listening Focus
Listening Transitions

Pinch and Ouch: English Through Drama
Pinch and Ouch: Introductory Course
Pinch and Ouch: Acting Games
Listen and Act

For further information on **PAIRallels** and other Lingual House courses, please contact:

LINGUAL HOUSE PUBLISHING, INC.
P.O. Box 3537, Tucson, Arizona 85722-0537
Telephone: (602) 299-5562

INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

WHAT DOES INTERNATIONAL TESOL MEAN?

March 1984

To the Editor:

Since Hamp-Lyons' first letter to the *TESOL Newsletter* (October 1983) questioning the international role of TESOL, an interesting Pandora's box seems to have been opened. On one hand, non-U.S. members (Larocque, *TN*, August 1983; Robb and Kitao, *TN*, October 1983) maintain, on the whole, how fundamentally American the organization is. On the other, John Haskell, the immediate past president of TESOL, argues (*TN*, June 1983) that TESOL is "truly an international organization" by pointing to two past vice-presidents from Canada, one member from Canada and another from Israel on the Executive Board at present, and one member from England who chairs the Research Interest Section. While Robb and Kitao have presented valid and convincing arguments about the essentially *national* (i.e., American) character and operation of TESOL, with which I agree, my intention here is to focus on the rather intricate problem of what makes a TESOL member "domestic" or "non-domestic," as originally mentioned by Larocque. Furthermore, I would like to examine briefly TESOL's thinking and its publications in the light of domestic versus non-domestic membership.

Both Haskell and the non-U.S. critics take the TESOL member's place of residence as the criterion according to which members are classified as domestic or non-domestic, even if the formal TESOL terminology does not contain these very words. Domestic members are those living in the United States, whereas the non-domestic ones are those residing outside the U.S. Yet what is ignored in this type of classification, it seems to me, is the member's mother tongue which, in a professional organization like TESOL concerned with language teaching, is certainly more important than the place of residence. Viewed in this context, all but one of the members that Haskell refers to specifically in order to prove the international nature of TESOL happen to be native speakers of English. Since examples such as Christina Bratt Paulston and Carlos Yorio indicate there is no hidden imperative to be a native speaker of English to serve TESOL in some official capacity, how then can one explain the sparsity of non-native speakers of English serving on TESOL's committees except perhaps to assume that the organization fails or refuses to recognize, down deep, the natural strength it can receive from people who speak English as a second or foreign language. For example, although there is a significant increase in the number of Canadian candidates nominated to the Executive Board for the 1984 elections, nothing of the sort can be said in the case of the candidacy of non-native speakers of English to the same body. Thus, in 1984, we may get to see a new TESOL Executive Board with a few "non-domestic" members from Canada, in addition, of course, to the U.S. majority—all of whom are likely to be native speakers of English. To be sure, the inclusion of Canadians is a step in the right direction, but does it really makes TESOL truly international? In my view, the transition is from an organization which is chiefly U.S.-oriented to one which is still very anglophone and North American in essence, with English as one's mother tongue still appearing to be the underlying factor for consideration.

That one should be "blessed" with native speakership of English, which seems to characterize the "inner" thinking of TESOL, further reflects itself not only in the scarcity of articles in the *TESOL Quarterly* by ESL/EFL professionals from outside the U.S., as pointed out by Hamp-Lyons, but also in the paucity of articles therein by non-native English speakers in the field. Even a cursory glance at the *Quarterly* reveals the predominance of articles by native speakers of English, mostly Americans to be sure. Why doesn't the editorial board of the *Quarterly* (and that of the *TESOL Newsletter* for that matter) encourage actively non-native English speakers who are, nevertheless, qualified ESL/EFL teachers or researchers to contribute—the way this is being done in England by such scholarly periodicals as the *ELT Journal* or *World Language English*. Hamp-Lyons voiced a similar wish in her original letter in 1982—obviously to deaf ears.

Haskell's observation that TESOL is "truly an international organization" is far from convincing in view of the basic absence of non-native speakers of English from the thinking and publications of TESOL. And the internationalization of TESOL should not be confined to simply having more native speakers of English from various geographical regions participate in the operation of the organization. If TESOL is to succeed as a truly international organization in the long run, it has to learn to accommodate both native and non-native speakers of English as ESL/EFL professionals in thinking as well as in publications and activities.

by Cem Alptekin
Ohio State University

Note: We submitted Cem Alptekin's letter to Barry Taylor, TESOL Quarterly Editor. We were pleased to receive the response which appears on this page. *L. H.-L.*

RESPONSE TO ALPTEKIN

April 11, 1984

To the Editor:

I am pleased to have this opportunity to respond, if only briefly, to Professor Alptekin's comments regarding the international (or, in his view, non-international) nature of TESOL. I will limit my comments to those specifically related to the *TESOL Quarterly*.

To begin, there is, surely, no requirement that authors need to reside in North America or be native speakers of English to have their contributions published in the *TESOL Quarterly*. Professor Alptekin has noted that there is no "hidden imperative" that TESOL officers be native speakers of English, citing Christina Paulston and Carlos Yorio as examples, and I would add that the same is true of the *Quarterly*, which has, over the years, published articles by authors from all over the world, including non-native English speakers. What seems to be at issue is the number of such authors, and, in this respect, Professor Alptekin is quite correct in his observations. But it is important to recognize that such factors as native language, country of residence, or, for that matter, degrees held, academic position, or professional reputation have never played a role in the process of selecting manuscripts for publication. The *Quarterly* receives a large number of submissions each year, and every one is given fair and equal consideration by a panel of readers who evaluate these submissions according to a set of carefully worked-out guidelines. These include, among others, that the manuscript provide a bridge between theory and practice, be accessible to a broad readership, offer a new, original insight, make a significant contribution to the field, reflect sound scholarship, and be written clearly, unambiguously, and concisely. These criteria are applied to all manuscripts, with no regard for the personal characteristics of the authors. Although we have no statistics on the distribution of these characteristics among our published authors, I can state with certainty that contributions from native speakers of English in the United States far outnumber those from non-native English speakers, either in the United States or elsewhere. It is not surprising, therefore, that the latter group would be less represented.

While I find that I am largely in agreement with the spirit of Professor Alptekin's message, I must, nevertheless, object to the clear implication of *intentional exclusion* which pervades his remarks and which is inherent in his claim that Hamp-Lyons' wish to have more non-native speakers represented in our journal has fallen "obviously on deaf ears." It has never been the policy of the *Quarterly* to solicit manuscripts from anyone, and the *Quarterly* has never either encouraged or discouraged submissions from any particular segment of the TESOL membership. We consider everything that comes in and publish what we deem to be the best of that pool. In keeping with this policy, I would urge the leaders of any group that feels underrepresented to encourage their colleagues to submit their manuscripts, as they are all welcome and appreciated.

Barry P. Taylor
Editor, *TESOL Quarterly*

INTERNATIONAL EXCHANGE

News items for this page should be sent to Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh, Scotland EH8 9DP.

COLLOQUIUM BRINGS TOGETHER TESOL/IATEFL HEADS

A Colloquium on the International Role of TESOL brought together Peter Strevens, incoming Chair of IATEFL, the British-based international EFL teachers' association, and James E. Alatis, Executive Director of TESOL. Both men spoke eloquently about the importance of English as an international language, about the role and responsibilities of the teacher of English to speakers of other languages, and about the

Continued on page 25

JOB OPENINGS

University of Northern Iowa, Cedar Falls, Iowa. Several openings are anticipated for full and/or part-time instructors for its Culture and Intensive English Program beginning late August 1984. M.A. in TESOL or equivalent and two years experience overseas or in an intensive academic ESL program required. Full-time appointments will be for a two-year term (non-tenure-track) at the instructor rank. Salary: $14,717 plus full benefits. Part-time: $1900 per course. Send letter of application, curriculum vita, and three letters of reference by July 14, 1984 to: Dr. Stephen J. Gaies, Department of English, University of Northern Iowa, Cedar Falls, Iowa 50614. EOE/AA Employer. Members of protected classes are encouraged to apply.

University of Arizona, Tucson, Arizona. Visiting faculty position in ESL. Department of English. Responsibilities include the teaching of linguistics and modern grammars. Fall semester only, beginning August 16, 1984. Applications must be received by June 15th. Send curriculum vita and current references to: Dr. Roseann D. Gonzales, Director, Graduate Studies in ESL, Department of English, M. 456, University of Arizona, Tucson, Arizona 85721. EOE/AA Employer.

College of Mount St. Joseph, Cincinnati, Ohio. Position for full-time foreign student advisor/recruiter in intensive ESL program to start as soon as possible. Duties include immigration, orientation, recruiting, counseling, international activities, and community and college programs liaison. Qualifications: M.A. in relevant field, 2-3 years' experience in foreign student advising and recruiting. Preferred: overseas experience, counseling, administrative skills, knowledge of non-western language and culture. Send letter of application, resume, and three letters of recommendation to: Professor Barbara Mallett, Director, Program of Intensive English as a Second Language (PIESL), College of Mount St. Joseph, Mount St. Joseph, Ohio 45051.

NOTICES FOR JOBS PAGE

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less**. Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type **double space**: first state name of institution and location (city, state/ country); include address and telephone number last. **Do not use any abbreviations** except for academic degrees. Send **two** copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A. Should Editor require additional information or clarification before printing, she will call collect.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged although a full column or one-half of two columns (each 10") are possible. Arrangements for paid notices are made through Aaron Berman, TESOL Development and Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A., (telephone: (415) 697-5638), who will send advertising rates and information.

Deadlines for submitting copy: **December 15th** for the February *TN*; **February 20th** for the April *TN*; **April 20th** for the June *TN*; **June 20th** for the August *TN*; **August 20th** for the October *TN*; and **October 20th** for the December *TN*. However, **last minute job notices** will be **accepted** provided there is space. To check, call *TN* Editor (212) 663-5819 or (212) 628-8546.

Finally, please note that tear sheets are not sent for free ads placed in the *TN*.

College of Mount St. Joseph, Cincinnati, Ohio. Position for two full-time ESL instructors in intensive program with duties in teaching and program development to start August 1984. Qualifications: MA in TESOL or equivalent, 2-3 years' experience in intensive programs. Overseas experience and knowledge of non-western language and culture preferred. Salary competitive. Twelve-month contract yearly renewable. Please send letter of application, resume, and three letters of recommendation as soon as possible to: Professor Barbara Mallett, Director, Program of Intensive English as a Second Language (PIESL), College of Mount St. Joseph, Mount St. Joseph, Ohio 45051.

Sendai, Japan. Full-time English teacher for children and adults. Energetic, positive, native speaker with university degree (ESL/EFL or related area), teaching experience and a strong interest in teaching and learning necessary. Familiarity with new trends/approaches (e.g., TPR, CLL, notional/functional/syllabi, acquisition, etc.) extremely useful. Two-year contract. Training (with pay), competitive salary and transportation provided. Sendai is located approx. 400 km (two hours by bullet train) north of Tokyo. The greater metro-area population is about 1,200,000. The Pacific Ocean and the Zao Mountain Range each lie within a 45-minute drive from city center. For more information, contact: New Day School, 2-15-16 Kokubuncho, Sendai 980 Japan. Telephone: (0222) 65-4288.

Galang, Indonesia and Panat Nikhom, Thailand. The Experiment in International Living seeks applicants for ESL teacher supervisors to work in refugee camps. Duties: provide training to Thai and Indonesian ESL teachers in theory/methodology; supervise implementation of competency-based ESL curriculum for adult Indochinese refugees resettling in the USA. Required qualifications: experience in teacher training/supervision and classroom teaching overseas; graduate degree in ESL (or equivalent); ability to work in challenging conditions; commitment to assist host country national teachers; extensive cross-cultural experience; U.S. citizen. Salary: $13,500/year; health insurance; transportation; monthly cost of living supplement; housing provided in Indonesia only. Starting date: immediate openings through winter 1985. Send cover letter stressing teacher training and overseas experience, available date, names with telephone numbers of three professional references, and current resume to: Ms. Helju Batchelder, Projects and Grants Office, The Experiment In International Living, Kipling Road, Brattleboro, Vermont 05301. Telephone: (802) 257-4628.

Bataan, the Philippines. The International Catholic Migration Commission seeks professionals to work in an ESL/Cultural Orientation Program for the training of adult Indochinese refugees. Each contract is for one year with the possibility of renewal.

1) Supervisors. General requirements: experience in TESL to adults and or refugees; training and supervision; M.A. in TESOL or equivalent; cross-cultural exposure, preferably working overseas. Duties: Supervise observe and evaluate 6-8 host-country teachers; design and conduct teacher training; participate in other program activities. Salary: $13,000 a year plus $100 cost of living allowance (COLA) monthly; transportation; camp housing (share a room in dormitory). Starting date: open.

2) Curriculum Developer. General requirements: experience in developing competency-based curricula; knowledge of American and Indochinese cultures; experience in teaching ESL to refugees; M.A. in TESOL or education or equivalent; cross-cultural living. Duties: write curriculum for training refugees; conduct teacher training in use of curriculum. Salary: $15,000 a year plus $125 COLA monthly; transportation; camp housing (single room in a dormitory). Starting date: open.

3) Supervisor Trainer: General requirements: one year (minimum) experience in instructional supervision; demonstrated background in presenting workshops; teaching experience in ESL or other disciplines; graduate degree in education or human resource development or related discipline. Duties: develop training plans; design, present and evaluate pre-service and in-service training on clinical supervision, and observation techniques and relevant topics; offer individual aid to supervisors. Salary: $15,000 a year plus $125 COLA monthly; transportation; camp housing (single room in dormitory). Starting date: Summer 1984.

4) Instructional Media Services Officer. General requirements: graduate degree in communications or equivalent; experience in/knowledge of television/audio-visual production and materials development in educational settings combined with administrative and leadership ability. Duties: provide program leadership in areas of educational content, staff relations, operations and program's potential; supervise day-to-day operations; coordinate with instructional programs and other support services. Salary: $17,500 a year plus $150 COLA monthly; transportation; camp housing (single room) or housing allowance. Starting date: summer 1984.

Send resume and cover letter, names and phone numbers of three references, and available date to: David Apostle, Migration and Refugee Services/USCC, 1312 Massachusetts Avenue, N.W., Washington, D.C. 20005. Telephone: (202) 659-6654.

Continued on next page

WELCOME TO THE EXCITING NEW WORLD OF MODERN TEACHING FROM SONY

[illegible]

SONY LEARNING SYSTEMS
educational electronics corporation

JOBS

Continued from page 26

University of Houston-Downtown, Houston, Texas. Two openings for full-time ESL instructors (nine-month renewable contracts) beginning August 1984. Major responsibilities: teach 15 hours per week; committee work; assist with departmental curriculum, program development and testing. Qualifications: 1) Minimum: M.A. in TESL/TEFL, applied linguistics or related field; three year full-time/college ESL teaching experience. 2) Desirable: three of the following: overseas teaching experience; oral proficiency in a second language; experience with Middle-Eastern students, CAI or statistical research. 3) Desirable for position #1: experience in teaching developmental or foundations courses to native or non-native college students; desirable for position #2: experience in corporate training and developing promotional literature for non-academic markets. Salary: $14,000-$15,000 for nine months. By June 29, send current vita and a list of names, addresses and telephone numbers of at least three professional references to: Gail Kellersberger, Chair, ELI Search Committee, English Language Institute—998N, University of Houston-Downtown, One Main Street, Houston, Texas 77002.

Lehman College, Bronx, NY. Coordinator of the ESL Resource Center. Position for an ESLI professional with experience in materials resource centers and/or ESL materials development for adult/college students. Graduate degree in TESOL or related discipline and ESL teaching experience required. The new coordinator will work with the director of ESL programs in the development and implementation of a new resource center for the program. The position will require a great deal of initiative and creativity and a certain amount of administrative experience. This is a one-year appointment starting on August 1, 1984. Salary commensurate with experience. Apply to: Director of ESL Program, Lehman College, CUNY, Bronx, NY 10468.

TESOL LIFE INSURANCE PLAN IMPROVED

The TESOL Group Term Life Insurance Plan, which has already profited from two permanent increases in benefits, gained another $3,000 no-cost permanent benefit increase to go into effect June 1, 1984.

The extra no-cost insurance means each original $10,000 unit of coverage is now worth $15,000 without an increase in price. Each original unit has gained a total of 50 percent more coverage at no further cost since the plan went into force. All current insureds are eligible for this new benefit increase and will be informed of these benefits with their next premium notice billing.

Once the increase becomes effective the maximum coverage available to each member and spouse will automatically be raised to $150,000. Insureds who carry the current maximum of $120,000 will gain an additional $30,000 in benefits while paying the same premium.

Unmarried dependent children can still be insureds for $1,200 each if they are between the ages of 6 months and 23 years. Other features of the Plan, including coverage if disabled, guaranteed policy conversion and continued coverage for all members and their spouses to age 70, will remain the same.

The Plan's growing popularity with TESOL along with the pooled memberships of many other educational associations exercise a great deal of mass buying power. Each association can offer its members and their spouses group coverage with rates that are 30 percent to 50 percent lower than those for individually purchased policies. Additionally, a new underwriter has been chosen for the plan: North American Life and Casualty Company.

For further information on the TESOL Group Term Life Insurance Plan, members can contact the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068.

ON LINE

Edited by **Richard Schreck**
Heidelberg College

PUBLIC DOMAIN SOFTWARE

by Louis Biggie
American Language Academy

A very commonly expressed criticism of CALL is concerned with the type of exercise that the student is most often asked to perform. Higgins and Johns (1984:10) summarize this suspicion:

> Programs written by amateurs tend to consist of vocabulary tests, and professionally produced programs are usually in the drill-and-practice format and cover inflexional morphology or sentence structure. When these are demonstrated, the usual reaction from language teachers is that they gain nothing which cannot be done already with pencil and paper, and that the gains (in individualisation or motivation) do not justify the expense and trouble.

This type of reaction is aggravated by a widely held, but dangerous, view that the computer is particularly suited to tasks which are so boring that, if they are computerized, the teacher is then somehow liberated and able to make the remainder of the syllabus more interesting.

Public domain programs are programs without copyright usually distributed for the benefit of the computer using public. They have the advantages of costing virtually nothing and of allowing the user to make any adaptations which may be deemed appropriate. The user also normally has access to the program code and can use the program to sharpen his/her programming techniques. However, the greatest benefit is that a great deal of the software provides a satisfactory answer to the valid reservations expressed above. The central reason for this claim is that most of the programs found in the public domain depart from the format of drill-and-practice, which is perfectly valid for some purposes, and allow the student to enjoy activities which do not simply duplicate what has taken place in the classroom for years. Computer simulations, of which there are hundreds in the public domain, provide the student with excellent opportunities to use the target language effectively. Ironically, the public domain programs best suited to the needs of the language learner are those that have been designed for purposes other than language teaching. The student is likely to derive greater benefit from a well-designed simulation designed to teach the principles of dairy farming, for example, than from a poorly designed program designed to test irregular verbs.

For example, *HAMMURABI* is a program in which the student "rules" a country for ten years. Decisions are made concerning how much land should be bought or sold, how much the masses should be fed, and how many acres of land should be planted. The prudent will feed the subjects reasonably without being too generous, sell land when the price is high and buy when it is low and sow seeds making maximum use of human and other resources. The computer makes immediate decisions as to the effect of the student's decrees. If too many people are caused to starve, the rule is overthrown. Balanced decisions earn the user the love and respect of the imaginary citizens. Such programs fulfil one or more of the following objectives. First, conversation is stimulated, particularly when the exercise is conducted as a group activity. As Kenning and Kenning (1983:159) point out, "The conversation is not gratuitous; it has a genuine purpose—to try and arrive at a good solution—and this tends to make for a lively exchange." Second, a specific functional objective may be fulfilled since the program will stimulate the lan-guage of agreeing, disagreeing, compromising etc. Third, the facilitator might have a still more specific structural objective in mind. Simulations, of necessity, create a need to use conditional clauses, for example. Finally, the program may serve a cultural role. This role is especially well served by *LIFE EXPECTANCY*, a program which interviews the student in some depth and finds out if she/he smokes, how much alcohol is imbibed, how many hours are spent in bed, and so on. The program will generate a lively discussion in any case because everybody has different ideas on how to live longer. The program can also be used to encourage students to practice structure. (For example, "The more you work, the more you suffer from stress.") However, the most important objective fulfilled by this program is to provide the students with an understanding of American behavior as far as attitudes to health are concerned, a preoccupation of Americans, which might otherwise seem either neurotic, confusing or both of the above. Similarly, *Oregon Trail*, a simulation in which the student plays the role of a pioneer going to Oregon, could be linked to a unit on American history.

The Wonderful World of Eamon is a whole series of adventure games designed for the APPLE system. One of its greatest advantages is that an authoring system is available so that adventures can be designed specially for a particular group of students.

The computer is an invaluable tool that can fulfil many roles traditionally taken by the instructor. The use of the computer as a kind of electronic workbook is absolutely justified and the computer is extremely popular among the students when used in this capacity. As instructors, we should be searching for ways of making the computer do things hitherto impossible or very difficult. Many simulations in the public domain do exactly that.

Public domain programs may be obtained from any of the clubs formed for computer users. *The Computing Teacher* (March 1984) contains extensive information about various sources: SOFTSWAP and YPLA Software Exchange among others. It seems to me that a primary goal of any CALL special interest group should be to collect, adapt and document public domain software so that computer users can expand their resources using these materials.

REFERENCES

John Higgins and Tim Johns. 1984. *Computers in Language Learning*. Reading, Massachusetts: Addison-Wesley.

M.J. Kenning and M-M Kenning. 1983. *An Introduction to Computer Assisted Language Teaching*. New York, N.Y.: Oxford University Press.

Public Domain Software Listings. *The Computing Teacher* 2(7) March 1984.

About the author: Louis Biggie is Coordinator of Computer Assisted Instruction at the American Language Academy in Washington, D.C. He has presented seminars and workshops for CALL throughout the U.S. He has also taught ESL/EFL and linguistics in England and Spain.

ON LINE

Articles for this page may be sent to Richard Schreck, Heidelberg English Language Institute, Heidelberg College, Tiffin, Ohio 44883.

It gets people talking.

SPECTRUM™

A Communicative Course in English

"SPECTRUM is a very fine series of books that represent a real contribution to teaching and learning ESL. The lessons are varied and interesting, the pedagogy is straightforward and sound, the illustrations are delightful, and the entire program is well coordinated."

The Modern Language Journal, 67
Summer 1983

"I have been teaching ESL for a total of eleven years. Rarely is a series as interesting and thorough as SPECTRUM."

Judith A. Meyer
ESL Chairperson
Lincoln Junior High School
El Paso, Texas

"Everyone who has used SPECTRUM has nothing but praise for it because of the progress students are making."

Maryann O'Brien
The Language & Culture Center
University of Houston

For complete information about SPECTRUM, call toll-free

800/822-8202 (In New York State call (212) 889-2780.).

Or mail this coupon to:
Christopher M. Foley
Regents Publishing Company, Inc.
Two Park Avenue, New York, N.Y.
10016

☐ Please send me your free full-color, 16-page SPECTRUM Presentation Guide.

☐ Please send me your complete catalog.

Name (Please Print)

Address

City

State Zip Code

TN 5/84

REGENTS PUBLISHING COMPANY, INC. TWO PARK AVE. NEW YORK, N.Y. 10016

THE ESL SPECIALISTS

REVIEWS

Edited by Howard Sage
New York University

WRITING FROM EXPERIENCE

by Marcella Frank. 1983. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07631 (xx + 268 pp., $10.95); Teacher's Manual, v + 46 pp., free).

Reviewed by Charlotte Kelly
Florida International University

A weakness of many advanced writing books is that they are either overstructured or not structured enough. Marcella Frank's *Writing from Experience*, however, will delight ESL instructors because sentence, paragraph, and composition practice are given equal treatment. This convenient format eliminates the need for instructors to create structured supplemental materials.

Writing from Experience fills the need of high intermediate or advanced writing students to practice expository writing in all its phases. Each of the ten units begins with planning exercises, then moves on to writing and rewriting, and finally to reinforcement exercises which review the necessary grammatical items for each unit. These exercises offer a variety of language practice in the areas of speaking, writing, listening, and grammar. The ten units focus on compositions of description, definition, comparison and contrast, classification, and cause and effect. The units are divided into four sections.

- I. Discussion and Composition
  - *Discussion*—Students are provided with an outline containing important points of composition to be discussed.
  - *Composition*—Students organize the composition using a worksheet which indicates the contents of the introduction, conclusion, opening sentence, and supporting details as a guide. Students write the composition based on the notes made on the worksheet. Instructor corrects the composition using symbol guide.
- II. Reinforcement Practice
  - Oral and written drills on structures.
- III. Extra Speaking and Writing Practice
  - Activities for either oral or written practice in the form of dialogues, role playing, interviews, etc.
- IV. Listening and Writing Practice
  - Dictations and dictocomps.

One of the unique features of this book is a correction page in each unit. The students keep a record of corrections made on their compositions and note the rule that pertains to each correction. This type of activity guarantees that the students review and revise their original compositions rather than file them away to be forgotten. In order to facilitate the correction of errors, the students are provided with a correction chart which explains the symbols used by the instructor.

In addition to the chart of correction symbols, the book contains partial answers to the reinforcement drills, an index of exercises which appear in each unit, and a general index of writing practice. A teacher's manual which provides additional suggestions for presenting the various sections of the units is also provided.

In summary, I would say that *Writing from Experience* is useful, practical, and varied enough to ensure that students will enjoy using it while learning to write compositions effectively. In addition, I would like to mention the availability of *Writer's Companion*, also by Marcella Frank. This book is an excellent complement to *Writing from Experience* since it cross references the correction symbols used in *Writing from Experience* with further examples of correct usage.

By using both of these books, an instructor can free himself or herself of the need to create supplementary materials for individual student's problems and concentrate, instead, on the teaching of composition writing.

About the reviewer: Charlotte Kelly is instructor and testing coordinator for the Intensive English Program at Florida International University.

Reprinted from the *Gulf Area TESOL Newsletter*, vol. 3, no. 1 (Spring 1983).

Reviews

Reviews and requests for review guidelines should be sent to: Dr. Howard Sage, American Language Institute, New York University, 1 Washington Square North, New York, NY 10003, USA.

EDUCATION PACK

from Amnesty International, British Section. 1983. Amnesty International, 304 West 58th Street, New York, New York 10019; also 5 Roberts Place, Bowling Green Lane, London, EC1 OEJ. (222 pp.; $11.50).

Reviewed by Liz Hamp-Lyons
University of Edinburgh

The *Education Pack* contains ten units dealing with human rights topics: the Declaration of Human Rights, the work of the United Nations, Individual Rights and Responsibilities, Censorship, Disappearances and Torture, Adoption and Letter Writing. Each unit includes games, simulations, case studies, and groupwork.

Unit 1 describes an experiment in discrimination and group solidarity carried out at Groby College, Leicestershire (an area I personally know well, where there are large numbers of members of ethnic minorities, an area with an imaginative and forward-looking educational approach). Fifteen students there agreed to wear distinctive armbands for three days, without telling anyone the reason why. They found that they were immediately branded as a "minority group," discriminated against, and isolated; some of them were even physically assaulted by former "friends." As a result, the group developed solidarity and learned first hand how it feels to be discriminated against.

Another unit describes an experiment in which ordinary Americans were invited to take part in a "Learning Experiment." They were ordered to administer dangerous electric shocks to their fellow citizens and were told of the danger.

Continued on next page

LOOKING AT AMERICAN SIGNS

by Jann Huizenga. 1982. National Textbook Company, 4255 W. Touay Avenue, Lincolnwood, Illinois 60646 (59 pp., $3.75; Teacher's Guide, 32 pp., $2.95).

Reviewed by Jeffrey P. Bright
Chicago Urban Skills Institute and National College of Education

What first images of our country do refugees and immigrants get? Surely the signs around them are among these images. And what teacher of ESL to adults has not used survival signs to teach essential reading skills? Authentic language materials, analyzed and interpreted in the classroom, have a high degree of appeal to adult ESL learners and teachers alike.

Looking at American Signs is a photograph book of actual survival signs with questions to help learners develop functional reading ability and awareness of USA culture. Thirty-three short units present signs from everyday contexts, for example, city streets, shopping areas, parking lots, highways, airports, gas stations. This book is appropriate for beginning through intermediate ESL levels. With the right treatment, *Signs* can also be adapted for use with ESL literacy learners.

The book encourages reading signs in the context in which they occur. For example, in reading "Parking" signs, time limits must be understood. Loading zones are designated in front of stores. No parking zones for certain hours facilitate traffic flow. The book shows contexts, and thus helps students learn U.S. culture as well as the English language.

Points of discussion around the photographs help prepare students to read the signs and answer the questions. In this way, reading skills are set in the midst of oral skills practice. The teacher's guide supports this methodology in a clear fashion.

The author suggests a unit teaching procedure that begins with the teacher providing preliminary background information. Next, small groups (two or three students) read and "work out answers to the questions among themselves, speaking English, exchanging information, and using you, the teacher, as a resource if necessary" (p. 1). The answers and post-reading discussion points, including vocabulary to clarify cultural topics, are neatly laid out in the teacher's guide.

Flexibility of use comes from the book's relatively free ordering of its units. As learners encounter survival reading situations outside the classroom, the appropriate unit can be selected for classroom study. Needs-based teaching for survival reading helps teachers capitalize on their students' teachable moments.

Signs will probably not duplicate other reading material that programs are now using. It is appropriate as a supplement to a basic ESL text and as a bridge to other reading material. In the hands of ESL teachers, who probably have wished they had a book like this, it can be a distinctively effective tool for teaching ESL reading in the context of oral language learning. High school and/or adult competency-based education programs will envy us, unless, of course, they use the book too.

About the reviewer: Jeffrey P. Bright teaches ESL at the Chicago Urban Skills Institute and National College of Education.

Reprinted from *Illinois TESOL/BE Newsletter*, vol. 12, no. 1 (January 1984).

MOVING UP: INTERMEDIATE FUNCTIONAL ENGLISH

by John E. Lackstrom and Ronald V. White. 1983. Heinle and Heinle, Inc., 286 Congress Street, Boston, Massachusetts 02210 (vii + 169 pp., $8.95; instructor's manual, free; cassette $9.95).

Reviewed by Linda Darman
Chamberlayne Junior College

What might make *Moving Up* useful to so many is the fact that, while it will be of obvious interest to those using a notional-functional approach, those teachers who follow a grammar-based curriculum need not be scared away by the sub-title of the book. The goal of this text is a balanced understanding of language functions and their related grammar structures. Indeed, according to the authors, a functional approach is the most realistic means of presenting and analyzing structure. In the notes to the text they write, "The problem is . . . that the [structural method] textbook writer has begun with a list of structures and then has tried to find a use for them. A functional approach begins with the use of the language and then looks at the structures which characterize that particular language function."

These two language components are here interwoven, giving the student an understanding of the means or tools with which to communicate and at the same time an immediate exposure to an appropriate application of these tools. The format used for this is, first, an introduction to the function in context; second, an analysis of the structures involved; and last, application of the structure in various functional contexts. Some of the manipulation exercises are based on realistic dialogues, while others require the students to complete charts, diagrams, or outlines, or elicit information from pictures, newspaper ads, maps, and so forth, thus providing a format other than a linear one from which to extract information and on which to base communication.

Moving Up focuses on all four skills. The listening component is attended to in various ways. First, there are useful teacher-initiated listening exercises based on the introductory material in some of the units (which can also be used as reading comprehension exercises). These give practice in such skills as extracting main ideas and (aurally) "scanning" material for specific information. The students are then involved in both the listening and speaking processes in the numerous pair and group activities in each unit. In keeping with the concern for practicing useful, realistic language, much of this communication does not take the form of complete sentences.

A helpful feature of the text is the presence of short cultural explanations intended to further ensure the appropriateness of the students' language. For example, included in the directions for an exercise which simulates "a conversation with someone you have recently met" is this note: "Questions about where a person works and where he or she lives are acceptable. Questions about age and earnings (income) are not."

It might be added that some of the instructions and/or exercises are unnecessarily elaborate or confusing. It will of course be up to the teacher to clarify these or, in fact, decide whether or not the individual exercise is useful. Many teachers will, no doubt, find *Moving Up* more suitable as a supplementary rather than as a principal text.

According to the authors, their book is intended as a "move up to the communicative use of language structures that the students already know" and as an aid "to help remedy some of these areas of English with which students . . . have difficulty." It would seem, however, perfectly logical to include this type of practice in the initial exposure of the material (perhaps, as mentioned, as a supplement) in the hope of avoiding some of these problems. It is, certainly, desirable to expose students to these types of appropriate contexts.

About the reviewer: Linda Darman teaches ESL at Chamberlayne Junior College in Boston.

Reprinted from *MATSOL Newsletter*, vol. 12, no. 3 (Winter 1984).

EDUCATION PACK

Continued from page 13

They obeyed these orders, although the subjects were screaming in agony (fear not, they were only acting!). This account helps students to put into perspective the reports of torture and ill-treatment of prisoners around the world and makes them realize that prejudice and cruelty are not simply something "other people do," but something people such as they might do in different circumstances, something to be understood rather than merely condemned.

The *Education Pack* forces students *and* their teachers to explore their own attitudes to human rights in their own country and around the world. The *Pack* does not moralize; rather, it leaves one with the feeling that if enough people *care*, things can be changed. Although the issues are disturbing and not suitable for use with young children (below 12, in my opinion), they are treated sensitively.

The *Education Pack* will be particularly valuable in the bicultural/multicultural classroom and offers a wealth of possibilities to the creative teacher for communicative language activities within meaningful contexts; the opportunities for expansion into student surveys, experiments, and further reading are self-evident.

Amnesty International's *Education Pack* is a resource every ESOL teacher will want to explore.

About the reviewer: Liz Hamp-Lyons, a Ph.D. candidate at the University of Edinburgh, Institute for Applied Language Studies, is editor of the International Exchange, *TESOL Newsletter*, and secretary of TESOL Scotland.

ENGLISH ALFA

The complete English program that teaches students how to use the language and how the language works

Student Texts — Short, manageable lessons that balance the teaching of communication, grammar, reading, and writing skills, followed by consistent, thorough tests and reviews

Workbooks — Immediate follow-up practice for new skills in workbook exercises that parallel and extend each lesson—a resource for individual homework assignments

Teacher's Editions — Convenient resource containing motivating teaching strategies, clear lesson objectives, grammar notes, full-size student pages with answers to exercises, extra practice activities for each lesson, extra unit tests, suggested teaching schedules, and much more . . .

Cassettes — Dialogues, exercises, dictations, and listening comprehension exercises from the student texts and workbooks help students develop confidence in speaking and listening skills—one set of cassettes for each book

Placement Test — Helps the instructor decide at which level to place each student and provides information on individual strengths and weaknesses—test package includes 25 tests, 50 answer sheets, and an answer key, and an instructor's manual

Houghton Mifflin International Division
One Beacon Street, Boston, MA 02108, U.S.A.

ENGLISH ALFA

THE STANDARD BEARER

TESOL'S PROGRAM FOR SELF-STUDY . . .

Edited by Carol J. Kreidler
Georgetown University

Feeling the necessity to improve the effectiveness of ESL programs and to raise the professional status of the field, members of TESOL have called for their organization to develop program standards. In response to this need TESOL, through the work of its Committee on Professional Standards (CPS), has begun to develop a program of self-study which includes the development of program standards. Ongoing self-study processes can help institutions or programs become more effective by assisting them in clarifying goals, in reviewing programs, and in identifying needed changes. In addition, self-study processes should form the basis for future planning.

Some of the features being developed for TESOL's program are: statements of core standards for programs at all levels including teacher preparation programs, specific standards for each level and for various types of programs including checklists for self-study and a guide to conducting self-studies, trained consultants who can assist programs wishing to undertake self-studies, and a system of recognition for programs having undergone self-study.

At present the standards, both core standards and specific standards, are in draft form. Earlier drafts of the core standards were distributed at the Toronto convention. Drafts of both core and specific standards were also distributed at the Houston convention, and the valuable comments made there have now been incorporated. Affiliate and Special Interest Section chairs were sent copies of the complete drafts in late May. Copies of the complete drafts are available from the chair of the committee:

Carol J. Kreidler
SLL 303 ICC
Georgetown University
Washington, D.C. 20057.

Copies of the drafts for specific levels are available from subcommittee chairs:

Elementary/Secondary: Joyce Biagini, BL/ESL Education, St. Paul Public Schools, 694 Charlton Street, St. Paul, Minnesota 55107

Adult Education: Jeffrey Bright, 3931 Janssen Street, Chicago, Illinois 60613

Post-Secondary/University: Paul Krueger, English Language Center, Northeastern University, Boston, Massachusetts 02115

or

Adelaide H. Parsons, Ohio Program of Intensive English, Ohio University, Athens, Ohio 45701

Post-Secondary-Proprietary: Frances Clark, International English Institute, 1228 16th Avenue South, Nashville, Tennessee 37212

or

Mary Ann Kearny, Kentucky English Language Institute, 548 E. Main Avenue, Bowling Green, Kentucky 42101

Professional Preparation: Paul Angelis, Department of Linguistics, Southern Illinois University, Carbondale, Illinois 12828

Non-U.S. programs: Sergio Gaitan, Department of Languages and Literature, Teachers College, Columbia University, New York, NY 10027.

The following article contains the introductory remarks made by the authors in their workshop on self-study at TESOL '84 in Houston.

—C.J.K.

. . . AND ONE INSTITUTION'S EXPERIENCE

by Toby S. Frank, Janice M. Bogen, and Paul C. Dunlop
American Language Academy

In 1981 the American Language Academy (ALA), an intensive English program located in 12 different settings in the United States, undertook an overall institutional self-study as a part of the procedure for accreditation from the Council for Noncollegiate Continuing Education (CNCE), which is listed by the U.S. Department of Education as a nationally recognized accrediting agency. Accreditation was granted in May, 1981.

As a result of the accreditation process, the executive offices of ALA became aware of a need to institute a self-study and review process at each of its sites. The following article is concerned with the theoretical underpinnings of the process ALA chose to follow. We were guided in our studies by two primary documents, *Self-Study Processes: A Guide for Postsecondary Institutions*, by H. R. Kells (Washington: American Council on Education/Collier Macmillan Publishing Co., New York, 1983) and CNCE's "Guidelines for Analytic Self-Evaluation" (530 E. Main Street, Richmond, Virginia 23219).

The overall concept of institutional self-study has primarily been advanced because of peer pressure brought on by the accreditation process. Historically, one accomplishment of the self-study process has been the promulgation of and required adherence to standards.

Among the most immediately recognizable benefits which result from a well-undertaken self-study process are that (1) it enables those involved (often quite high percentages of faculty and administrative staff) to set clearer personal and organizational goals; (2) it gives a better view of problems to be faced and possible courses of action; (3) it enables those involved to understand aspects of the organization which impede effective work; (4) it creates a framework for accountability, both institutionally and individually; and (5) it fosters improvement.

There are three initial cautions which those considering undertaking a self-study program should keep in mind: (1) the self-study process cannot be isolated from the regular meetings process at an institution (e.g. staff or faculty meetings); (2) it must be internally motivated, and must become internalized and be integrated with the institution's other on-going processes; and (3) it must be supported by top administration so that clear decision-making processes and lines of authority are established.

We think there is agreement that educators seem to have a general distaste for management. Many educators admit to a lack of knowledge of the constituent parts of the management process. They may appreciate a program's being well run, but don't necessarily attribute that success to proper planning in light of past performance; knowledge of the environment; efficient organization of tasks and resources; effective selection and training of staff; a leader who motivates; and a high quality product or service. All of these things must be "managed," and for our purposes here, we'll define management as "getting things done through people."

What follows are the functions and sub-functions of the self-study processes we employed.

The Planning Process

The first step must be the setting of goals for the self-study process. If there is a rationale for the process other than improvement, it must be made clear to all who will be involved.

Next, a planning group must design an evaluation instrument which reflects the goals of the self-study process and establishes what the design of the process itself will be. Projections must be made of the scope and sequence of events, participants, and the length of time to be taken.

Organizing the Self-Study

First, the implementation of the process design for the program must be shared with those to be involved. It is important to get commitment from these people at this early stage. Then the organizational elements must be established—will students be involved? Will teachers and teacher/administrators have equal involvement?

Staffing

As with any component of a program, staffing is a serious concern. Who will be the core staff of the self-study process? The President of ALA chose one Program Director from the Secondary School level, one from the University level, and one representative from the Executive Offices. The members of the Program Evaluation Team were oriented to the process of doing on-site evaluation and trained in the use of the evaluation instrument which had been designed by a committee of people within ALA. These three segments of the self-study process, planning, organizing, and staffing, took about one year to complete.

Direction

The team realized that it needed support from the top in order to be motivated and in order to ensure cooperation of the programs to be evaluated. Lines of decision-making authority were established; the team was to have none, but was to make recommendations to the Director of Program Operations and the President, and decision-making authority would rest with them.

Leadership of the team needed to be established. It was decided that, because logistical support came from the Executive Offices, the

Continued on page 17

THREE FROM EARDLEY

① NEW! ② EXCITING! ③ DANGEROUS!

Ha Ha Ha!
Hoo!
Chuckle!
Whew!
Yuk Yuk
Smile
Hee! Hee!

WHAT'S SO FUNNY?

Is a Foreign Student's Introduction to American Humor

They'll laugh while they're learning!

Volume One –

- helps non-natives overcome the linguistic and cultural barriers to understanding American jokes.
- gives information on American values, customs, stereotypes, and the social tensions and daily annoyances that underlie humor.
- invites discussion and comparisons of cultural differences and similarities.
- explains word plays, idioms, and sense-shifts. A sizeable glossary assists in vocabulary building.
- contains 200 carefully selected jokes, annotated to insure comprehension and provide a basis for enjoying other humor.

What's So Funny? is excellent for intermediate and advanced conservation classes in college or adult ed programs. Discussion questions and self-checking comprehension and vocabulary exercises follow each chapter. Highly motivating. May be used for self study.

Written by Elizabeth Claire, M.A. TESOL, 160 pages, illustrated.

(You'll laugh too!)

JUST-A-MINUTE!

The ESL Game that has them all talking.

- For Low Intermediate levels and up
- Great for elementary, high school or adult students
- 4–20 students may play
- Rules simple, flexible and easily demonstrated
- Students may play for fun or instruction. They love it!
- May be played for 10 minutes to "fill in" or for full class hour
- Great variety of structures practiced; focus is on rapid, meaningful communication, distinct pronunciation and careful listening.

How can you answer the questions your ESL students are too embarrassed to ask?

Introduce them to ...

A Foreign Student's Guide to

DANGEROUS ENGLISH

- 90 pages of pictures, cartoons, and simple English explanations
- Pronunciation embarrassments to avoid
- Formal and Medical terms for sexual and toilet activities
- Slang and vulgar synonyms
- Polite words, children's words, and general-use words for sexual and toilet activities
- Religious taboo words
- An explanation of the different social levels of words and when to use them
- Words with "double meanings"
- *DEFINITIONS* of 450 "dangerous" words with sample sentences to make their meanings clear

Money back guarantee!
If not satisfied,
return for complete refund.

EARDLEY PUBLICATIONS, P.O. Box 281–T
ROCHELLE PARK, N.J. 07662

Please send:

_____ copies WHAT'S SO FUNNY? @ $7.95 _____

_____ sets JUST A MINUTE @ $8.95 _____

_____ copies DANGEROUS ENGLISH @ $5.95 _____
Postage and handling $1.00 minimum
(5% on orders over $20.00) _____

TOTAL _____

Name _____

Street _____

City _____

State and Zip _____

SELF-STUDY

Continued from page 15

representative from there would "lead" in terms of logistics. The three team members decided to split leadership into equal parts, so that each member was responsible for four of the reports from the evaluation team.

Quality Control

The final element in the design was to determine how the process would be monitored, and how accountability would be established. This was done by the team in collaboration with the Director of Program Operations and the President of ALA. Once these processes were completed, the self-study and analysis began.

This structure should apply both to the total organization and to each aspect of it, i.e. administration, faculty, and students.

There are several barriers to effective and efficient self-study processes. Clearly, educational institutions have complex goals. It is not always the case that the goals of the individual unit or program within the institution are strictly in line with those of the institution. Traditionally, there are limited intra-institutional research functions, although most institutions have extensive external research functions. Too, decision-making is delegated to the lowest organizational level (the classroom teacher) with regard to the institution's major function—and there is limited supervision and review at this level. A final barrier is that educational institutions generally, and ESL programs certainly, have more than their share of "Peter-principled" individuals—teachers who have been promoted to administrators with little or no training or previous experience.

We were able to identify several purposes for our self-study with which we felt everyone could identify:

- To help programs and institutions improve.
- To institute the "habit" of self-study and its becoming an integrated process.
- To elicit staff members' participation and thereby encourage them to become invested in clarifying and solving problems.
- To enhance institutional openness.
- To identify potential leaders.
- To stimulate a review of policies, practices and procedures.

In summary, ALA has found the process of self-study to be valuable. We are more aware of the fiscal, physical, and human resources in the organization and how they are being utilized. The process has enabled us to set standards which will be maintained throughout the organization, despite different geographic locations and levels of education. The process has been catalytic and has involved greater numbers of people in day-to-day operations than would normally be the case. Although time-consuming and expensive, the self-study process is highly recommended.

About the authors:

Toby S. Frank is a member of the executive staff at the corporate offices of ALA in Rockland, Maryland.

Janice M. Bogen is director of the ALA Program at Beaver College in Glenside, Pennsylvania.

Paul C. Dunlop is director of the ALA Program at Lake Forest Academy-Ferry Hall in Lake Forest, Illinois.

Note: Part two of "Part-Time Issues" is forthcoming. The author is incorporating information from a late spring conference on collective bargaining into the article. ***Editor***

LETTERS

COHEN'S "REFORMULATING COMPS" PROMPTS QUESTIONS

March 26, 1984

To the Editor:

We would like to respond to Andrew D. Cohen's article, "Reformulating Compositions," that appeared in the December 1983 edition of the *TESOL Newsletter* (17:6). While we share his concerns about the difficulties of responding to student writing, we question three assumptions on which his reformulation model is based.

Assumption 1: That "associating with and receiving spoken input from all kinds of native speakers" is the same as written reformulation. Cohen uses this to justify allowing a poor native writer to reformulate an ESL writer's text. But there is an essential difference between talking to various people with various levels of ability in English, and having various people with various abilities rewrite one's prose. In the first instance, the talkers are engaged in exchanging ideas—the focus is not on the surface features of the language. In fact, in real conversations between L1 and L2 speakers, rarely will the L1 speaker stop the conversation to correct the L2 speaker. Instead, she might ask for clarification, or for the L2 speaker to repeat what he has just said. In reformulation, providing the L2 writer with "an opportunity to see what mastery might look like" is the focus, rather than a meaningful exchange of ideas.

Assumption 2: That one can rewrite something without changing its meaning. Cohen claims that, in the process of reformulation, "the native speaker [rewrites] the very same essay without changing content." We would argue that, in the example he gives, an important shift in meaning occurred: the shift from a president's "rule" to a president's "execution of duties." Each choice contains within it an implicit understanding of how the presidency operates in this country (or in others). In the original, the president rules as a monarch would, handling the problems of *running* a country. In the reformulation, the president executes her duties, and handles the country's problems, implying a position with responsibility but less power. The shift in meaning may be subtle, but it is important.

Assumption 3: That writing is a matter of choosing phrases with which to present ideas. The research in composing carried out over the last twenty years has demonstrated that writing is a complex activity which entails generating, developing, and revising ideas. It is a thinking process which demands that the writer make choices about purpose and audience while composing and rereading. The implications of this research are that teachers need to be sensitive to student writers' intentions rather than simply to attend to the phrasing which appears in the text as a result of this complex activity. When teachers or peers suggest alternative phrasing to what appears in the text they are acting as editors rather than responders; they are dealing exclusively with the stylistic choices while ignoring the invisible but more essential thinking process that guided the writer.

The best way that we know to work with students on their thinking and writing is to create a dialogue between the writer and a teacher or peer readers in which the writer can find out if what he intended to express was actually communicated. By setting up conversations between writers and readers in the composition classroom, teachers can avoid the problem of ownership of a text slipping from the writer to an editor or reformulator.

Elizabeth Rorschach, Mirjana Rakijas,
and Sarah Benesch
Department of English
New York University
New York, NY 10003

A RESPONSE TO RORSCHACH, RAKIJAS, AND BENESCH

April 13, 1984

To the Editor:

I was quite pleased with the critical response to my article on reformulation. The points that Rorschach, Rakijas,and Benesch raise are not new to me. I have received these and others from numerous critics. Their statement here is concise and persuasive. Perhaps part of the problem stems from my lack of clarity on these points in my article.

First and foremost, I would propose that reformulation be conducted only after the meaningful dialogue between teacher and/or peers has been conducted. At this point, it now seems appropriate to deal with form—with stylistic choices. I do see reformulation as a lesser activity than the one of composing, yet still a beneficial one. By the way, I am not so sure that this meaningful dialogue goes on as much as my critics would like to think it does. There may be 20 years of research on composing, but probably a lot less utilization of the fascinating findings.

Second, I think that the fear of "poor native writers" is overblown. Responsible nonnative writers can usually find at least an average writer, and may wish to avoid using too polished a writer anyway. Their purpose is to shift the form of the message to a form that is more stylistically in keeping with the approach of the average writer, not to that of a pro.

This brings us to the third point, about the dangers of unintended distortion of meaning. Learners and reformulators could work together on the rewrite. Reformulators could also check with the writer about certain sections that are unclear. The point here is that my experience has shown the shifts to be constructive for the most part—expressly because they come out of a context of reformulation and not one of edit. Let us take the "rule"/ "execute" example that my critics call attention to. In the context of U.S. politics, we do not write about presidents "ruling." They execute the duties of their office. I see the concern for distortion, but it too may be somewhat unwarranted. On the other hand, teacher-edits of student essays may well be subject to such criticism. Vivian Zamel, for example, in a paper at TESOL Houston, entitled "Responding to Student Writing," presented numerous examples of teacher corrections that grossly distort the intended meaning of the student's essay. Are these the rule or the exception? Are most teachers engaged in this meaningful dialogue? I would certainly hope so.

In any event, I am delighted that my paper stirred so much opposition. I would like to think this would lead to more awareness—both at the composing stage and at this subsequent stage of stylistic improvement—of reformulation.

Andrew D. Cohen
School of Education
Hebrew University of
Jerusalem, Israel

RESULTS OF U.S. SURVEY

Continued from page 1

students to acquire English language skills. Only 40 percent of the ESL teachers and about six percent of teachers in general have taken even one academic or non-academic course to learn how to teach English as a second language.

- Most teachers with ESL training also have some preparation to use a non-English language in instruction or have some knowledge of the culture associated with their students' home language gained through professional study.
- In addition to being more likely to have had some professional preparation in ESL, teachers teaching ESL are also more likely to have graduate degrees, to be teaching in preschool or the early grades, to have a non-English language background or be Hispanic, and to have non-English language speaking skills or foreign language teaching experience than teachers in U.S. public schools in general.

The 1980-81 Teachers Language Skills Survey was conducted by InterAmerica Research Associates for the U.S. Department of Education (O'Malley 1983a, 1983b). It parallels a similar study conducted in 1976-77 (Waggoner 1978, 1979a, 1979b).

Public School Teachers and Limited-English-Proficient Language Minority Students

Half a million teachers or about one-quarter of all public school teachers in the United States in 1980-81 reported that they had limited-English-proficient language minority (LEP) students in their classes. Another 600,000 reported having taught such students prior to 1980-81. These figures add up to an estimated half of all public school teachers with either immediate or previous experience teaching students who have special educational needs related to their language backgrounds and English proficiency.

According to a recent analysis of the 1980 Census, at least 3.4 million school-age language minority children are estimated to be limited in the English language skills needed to succeed in the English-medium school system. Nearly half of these children live in California, New York and Texas (Waggoner 1984). It is not surprising, therefore, that teachers in these three states were more likely than teachers in other states in the aggregate to report experience with LEP students and, in particular, to have been teaching them in 1980-81. From two thirds to three quarters of all public school teachers in these states had experience with LEP students in contrast to fewer than half of the teachers in the remaining states. Moreover, the majority of teachers in California and Texas with such experience, and almost half of those in New York, reported teaching LEP students in 1980-81, reflecting the continuing presence of LEP students in many classrooms in these states. Data showing the number and distribution of teachers with experience with LEP students are contained in table 1.

Teachers with Preparation to Teach English as a Second Language

Few public school teachers are even minimally prepared to assist LEP students. Of the 1980-81 teachers, one in seventeen—about 134,000—had taken one or more academic or non-academic courses to learn how to teach English to their students for whom it is a second language. Another 108,000 teachers—five percent of the total—reported that they had taken courses in bilingual or bicultural education but had had no preparation specifically in teaching ESL. Teachers in California, New York and Texas, especially those in California and Texas, were more likely to have received training to teach ESL than teachers in other states in the aggregate. Between 15 and 18 percent of the teachers in California and Texas had taken at least one course in teaching ESL. Seven percent of the New York teachers had done so. Fewer than four percent of teachers elsewhere had taken ESL preparation. As shown in table 1, all of these proportions fall far short of the proportions of teachers with LEP students in their classrooms.

Table 1.—Estimated numbers of public school teachers in the United States, by selected state, experience with limited-English-proficient language minority students and relevant preparation: 1980-81 (numbers in thousands)

Experience with LEP students and preparation	Total all states		Selected state							
			California		New York		Texas		Other states	
	N	%	N	%	N	%	N	%	N	%
Total	2,266	100.0	229	100.0	140	100.0	136	100.0	1,760	100.0
Experience with LEP students										
LEP students in 1980-81	504	22.3	101	44.2	43	30.6	54	39.4	306	17.4
LEP students earlier	602	26.6	67	29.2	44	31.6	38	27.5	453	25.9
No experience	1,160	51.2	61	26.7	53	37.8	45	33.0	1,001	56.9
Relevant academic or in-service preparation										
ESL preparation[1]	134	5.9	40	17.6	10	7.2	20	14.9	63	3.6
ESL only	30	1.3	8	3.6	3	2.4	4	2.8	15	0.8
ESL and bilingual or bicultural[2]	104	4.6	32	14.0	7	4.8	17	12.2	48	2.7
Bilingual or bicultural only	108	4.7	25	10.9	7	4.9	11	7.7	65	3.7
Neither ESL nor bilingual or bicultural	2,025	89.4	164	71.4	123	87.7	105	77.3	1,632	92.7

[1] At least one academic or non-academic course in teaching English as a second language.

[2] At least one academic or non-academic course in (a) teaching the language arts of a non-English language; (b) teaching other subjects in a non-English language; (c) the history, culture or ethnic studies related to a non-English language, or (d) another relevant subject area.

Note: Detail may not add to totals because of rounding.
Percentages computed on unrounded numbers.

Most teachers with ESL training have also received some kind of preparation for bilingual or bicultural education programs. More than three quarters of the teachers in 1980-81 who had taken at least one academic or inservice course in teaching ESL had also taken at least one course in teaching the language arts of a non-English language, teaching other subject areas using the non-English language as the medium of instruction, in history, culture or ethnic studies associated with a non-English language or in other relevant bilingual or bicultural education subject areas.

Teachers Teaching English as a Second Language in 1980-81

Of the approximately half a million teachers who reported that they taught LEP students in 1980-81, about 129,000—a quarter—indicated that they were teaching these students English as a second language, as shown in table 2. One

Continued on next page

ST. MICHAEL'S COLLEGE
Winooski, Vt. 05404

- MASTER'S in TESL · 36 credits
- ADVANCED TESL Certificate Program · 18 credits
- INSTITUTE in TESL · summers only · 9 graduate credits
- THE INTENSIVE ENGLISH TRAINING PROGRAM · Intensive English courses for foreign students conducted on a year-round basis
- St. Michael's also offers Master's degrees in Counseling, Education, Theology, Administration and Special Education

write: The Director
International Student Program
ST. MICHAEL'S COLLEGE
Winooski, Vermont 05404

Table 2.—Estimated numbers of public school teachers in the United States, by teaching activity and relevant preparation: 1980-81 (numbers in thousands)

Relevant preparation	Total		Teaching activity									
			Teaching ESL						Using an NEL only		Not teaching ESL or using an NEL	
			Total		Using English only		Using an NEL[1]					
	N	%	N	%	N	%	N	%	N	%	N	%
Total	2,266	100.0	129	100.0	103	100.0	26	100.0	30	100.0	2,107	100.0
ESL preparation[2]	134	5.9	51	39.9	32	30.9	19	76.1	6	21.0	76[3]	3.6
ESL only	30	1.3	7	5.5	6	5.9	1	3.9	*	*	23	1.1
ESL and bilingual or bicultural[4]	104	4.6	44	34.4	26	25.1	18	71.8	6	20.3	53	2.5
Bilingual or bicultural only	108	4.7	10	7.5	8	8.1	1	5.1	9	31.3	88	4.2
Neither ESL nor bilingual or bicultural	2,025	89.4	68	52.6	63	60.9	5	18.8	14	47.3	1,943	92.2

*Fewer than an estimated 1,000 teachers.

[1] Using a non-English language for instruction other than in a foreign language course for English-speaking students.

[2] At least one academic or non-academic course in teaching English as a second language.

[3] Includes about 42,000 teachers who had taught ESL prior to 1980-81.

[4] At least one academic or non-academic course in (a) teaching the language arts of a non-English language; (b) teaching other subjects in a non-English language; (c) the history, culture or ethnic studies related to a non-English language, or (d) another relevant subject area.

e: Detail may not add to totals because of rounding.
Percentages computed on unrounded numbers.

out of five of these teachers used the students' non-English home language, either to assist in the ESL instruction or to impart other subject matter. The other four out of five of these teachers used only English.

Overall, most teachers who reported teaching ESL in 1980-81 spent a minimum of the time in an average instructional day doing so. However, this was about twice as likely to be the case with teachers not teaching bilingually as with teachers who used their students' non-English language in instruction. About 62 percent of the teachers teaching only in English, in comparison to 29 percent of teachers teaching bilingually, reported teaching ESL for no more than 10 percent of their time. Similarly, more of the bilingual teachers appeared to be ESL specialists. About a quarter of the teachers who taught bilingually spent more than half their time in ESL instruction. In contrast, fewer than 10 percent of the teachers who taught only in English spent more thanhalf their time teaching ESL. These data are shown in table 3.

When the time devoted to ESL instruction is compared with the time devoted to using a non-English language in instruction, as in table 4, it will be noted that two out of three teachers engaged in both activities in 1980-81 spent about equal time in each. The largest group, 16 percent, spent not more than 10 percent of their time in each of these activities. About 11 percent of teachers who taught ESL and used a non-English language appeared to be ESL specialists who used their students' home languages for no more than 10 percent of the time.

Data showing proportions of time spent teaching ESL and using a non-English language in tables 3 and 4 are based upon responses of teachers who reported their time. About 15 percent of the 129,000 teachers teaching ESL in 1980-81 did not respond to this item in the survey.

Continued on next page

TESOL '85 New York

Teachers of English
to Speakers of Other Languages,

an international professional organization for those
concerned with the teaching of English as a second or
foreign language, of standard English as a second dialect,
and bilingual education, and with research into language acquisition,
language theory, and language teaching pedagogy,

invites you to participate in its

nineteenth annual convention

to take place at the New York Hilton, New York City, 9-14 April 1985

The convention program will include plenary sessions by internationally-known speakers, papers, workshops, and colloquia by TESOL teachers and their colleagues in related disciplines, educational visits, exhibits, and social events.

Jean McConochie
Pace University
New York, New York
Program Chair

Cathy Day
Eastern Michigan University
Ypsilanti, Michigan
Associate Chair

Non-TESOL members may obtain detailed information by writing to:
TESOL • 201 D.C. Transit Building
Georgetown University • Washington, D.C. 20057, USA
Telephone 202-625-4569

TESOL

RESULTS OF U.S. SURVEY

Continued from page 19

Table 3.—Estimated numbers and proportions of U.S. public school teachers teaching English as a second language, by percentage of time spent doing so: 1980-81.

Time teaching ESL	Total		Not using a non-English language		Using a non-English language	
	Number	Percent	Number	Percent	Number	Percent
Total	109,000[a]	100.0	86,000[b]	100.0	22,000[c]	100.0
1-10%	60,000	55.1	53,000	61.7	7,000[c]	29.3
11-25%	22,000	20.6	17,000	19.4	6,000	25.2
26-50%	13,000	12.0	8,000	9.7	5,000	21.1
Over 50%	13,000	12.4	8,000	9.2	5,000	24.4

[a] Excludes approximately 20,000 teachers who did not report the time they spent teaching ESL.

[b] Excludes approximately 17,000 teachers who did not report the time they spent teaching ESL.

[c] Excludes approximately 3,000 teachers who did not report the time they spent teaching ESL.

Note: Detail may not add to totals because of rounding.
Percentages based on unrounded numbers.

Table 4.—Proportions of U.S. public school teachers using a non-English language in instruction and also teaching English as a second language, by percentage of time spent doing each task; 1980-81

Time using a non-English language	Total	Time teaching ESL			
		1-10%	11-25%	26-50%	Over 50%
Total	22,000[a]	7,000	6,000	5,000	5,000
1-10%	7,000	16.2%	4.8%	*	11.2%
11-25%	5,000	6.1%	11.9%	2.6%	2.7%
26-50%	6,000	5.1%	3.3%	13.3%	6.6%
Over 50%	4,000	2.0%	5.2%	5.1%	4.0%

*Fewer than 0.1 percent.

[a] Excludes approximately 3,000 teachers who did not report the time spent using a non-English language in instruction or teaching ESL.

Note: Detail may not add to totals because of rounding.

Preparation of Teachers Teaching ESL

As indicated above, few public school teachers are even minimally prepared to assist LEP students. Only one in seven teachers in general reported having taken even one course in teaching ESL. This ratio was considerably higher among teachers who taught ESL in 1980-81. Even so, more than half of the teachers who reported that they taught ESL had received neither academic nor non-academic ESL training and had not taken any bilingual or bicultural education preparation either. About two out of five of the teachers of ESL had taken at least one course in teaching ESL. Another seven percent had taken coursework in bilingual or bicultural education but had not studied teaching ESL.

As is the case generally, a large majority of the ESL teachers with at least minimal ESL preparation have also received some preparation in bilingual or bicultural education. Only about 14 percent of the 1980-81 ESL teachers had received only ESL preparation.

Teachers who used their students' non-English home languages, either to facilitate ESL instruction or to teach other subject areas, were twice as likely to have had ESL preparation as teachers who did not teach bilingually. About three quarters of the bilingual teachers, but only 30 percent of the English-only teachers, had taken at least one course in teaching ESL. These data are shown in table 2.

Characteristics of Teachers Teaching ESL in Comparison with Teachers in General in 1980-81

Teachers teaching ESL in the public schools differed in a number of respects from teachers in public schools in general in 1980-81. ESL teachers were somewhat more likely to have graduate degrees than teachers in general, as shown in table 5. About 55 percent of ESL

Continued on next page

NOW AVAILABLE
FROM TESOL

TESOL

ANNOTATED BIBLIOGRAPHY
OF ESL MATERIALS

BY CHRISTINE ARONIS

This bibliography contains 636 titles from 76 U.S. Publishers including
non-U.S. publishers who publish ESL texts in American English.

The bibliography contains a list of materials for primary, secondary, and adult education sectors. Each sector contains an alphabetical list of titles, skills index and annotated entries. There is also a list of publishers complete with addresses and phone numbers.

$10.50 MEMBERS $12.00 NON-MEMBERS

To Order Write to: TESOL • 201 D.C. Transit Building
Georgetown Unviersity • Washington, D.C. 20057 U.S.A.

A photocopy of this announcement along with a request of acquisition to your institution's librarian will assure greater availability of this important professional publication

84SP1032

Table 5.—Estimated numbers of public school teachers in the United States, by teaching activity and selected characteristics: 1980-81 (numbers in thousands)

		Teaching activity				
		Teaching ESL				
Selected characteristic	Total	Total	Not using an NEL	Using an NEL	Using an NEL only	Not teaching ESL or using an NEL
Total	2,266	129	103	26	30	2,107
Highest degree earned						
Master's or higher	962	60	48	12	14	888
Bachelor's	906	50	40	10	10	846
Less than BA	8	•	•	•	•	8
Unknown	390	18	16	3	7	365
Grade assignment						
Preschool/K	76	8	6	3	3	65
Elementary	807	64	51	13	8	735
Secondary	884	32	26	6	10	842
Multilevel	113	7	5	2	3	102
Unknown	387	18	15	3	6	362
With foreign language teaching experience	243	48	30	18	12	184
With prior ESL teaching experience[1]	197	NA	NA	NA	NA	197
Origin or descent						
Hispanic	61	16	6	10	10	35
Asian/Pacific Islander	21	4	4	•	1	17
Native American	127	9	8	1	2	117
Black non-Hispanic	119	8	7	1	1	110
Other	1,937	92	79	13	16	1,828
Mother tongue						
English	2,079	101	87	14	14	1,964
Spanish	53	16	7	10	13	23
Other non-English	132	11	9	2	3	117
Unknown	2	•	•	•	•	2
With non-English language speaking ability[1]	606	67	44	23	21	518

•Fewer than an estimated 1,000 teachers.

[1] Prior experience information not obtained for teachers reporting 1980-81 ESL or NEL activity.

Note: Detail may not add to totals because of rounding.

teachers, in contrast to 40 percent of teachers in general, were teaching in prekindergarten, kindergarten or the elementary grades. About 12 percent of the ESL teachers indicated Hispanic origin or descent, whereas fewer than three percent of teachers in general did so. Similarly, more than one ESL teacher in five claimed a non-English mother tongue, but fewer than one in ten of the teachers in general did so. For 12 percent of the ESL teachers, the mother tongue was Spanish. Only two percent of teachers in general claimed Spanish as their mother tongue. Although most ESL teachers were not using a non-English language in instruction, more than half reported they could speak a non-English language. In contrast, only a little more than a quarter of teachers in general reported such ability. More than a third of ESL teachers, as compared with about a tenth of teachers in general, had had experience teaching a foreign language.

Conclusions

The 1980-81 Teachers Language Skills Survey revealed the extent to which teachers in U.S. public schools need preparation to enable them to meet the special educational needs of language minority students with limited English proficiency. Half of all teachers in 1980-81 were teaching or had taught LEP students. Only one in seventeen had taken even one course in fundamental ESL techniques to help learners of English as a second language to acquire or improve their English language skills. Furthermore, only two out of five of the teachers who were teaching ESL to their LEP students in 1980-81 had had any kind of professional preparation to do so.

Many teachers with minimal ESL preparation were not teaching ESL in 1980-81. Most of these teachers had had previous experience teaching ESL. In 1980-81, they may not have been assigned to classes or schools with LEP students. However, even if all teachers with minimal preparation to teach ESL were doing so, they would only be about enough to staff the classrooms in which ESL instruction was already taking place. More than 350,000 additional teachers who reported providing neither ESL instruction nor bilingual instruction indicated that they had LEP students in their classrooms. These teachers need preparation for teaching LEP students if support staff are not present to provide instruction addressed to these students' needs.

The 1980-81 teachers who were teaching ESL were more likely than teachers in general to have non-English language backgrounds, to speak languages other than English, or to have taught foreign languages. These are all characteristics useful for teachers of language minority students. However, they do not replace professional preparation to teach English to learners for whom it is a second language. The 1980-81 TLSS data reaffirm the need for teacher trainers, especially those preparing teachers for elementary schools in areas of high language minority concentration, to include instruction in basic ESL techniques in their teacher preparation programs. They reaffirm the need for administrators and others assigning teachers to classrooms with LEP students to be more aware of the preparation needed to teach these students and to recruit and assign teachers who have the appropriate skills and preparation in the schools and classrooms in which LEP students are enrolled. Only in this way will LEP students receive an equal opportunity to learn and to succeed in U.S. schools.

Source of the Data

The 1980-81 data in this paper come from the 1980-81 Teachers Language Skills Survey, a study conducted for the U.S. Department of Education by InterAmerica Research Associates, Inc., under the research authority of the Bilingual Education Act. The purpose of the 1980-81 survey, like that of its 1976-77 predecessor, was to determine how many public school teachers had the language skills and professional training to meet the special educational needs of LEP students and how many were using the students' home languages in instruction, teaching ESL, or doing both in their classrooms. In addition, since the 1976-77 survey was conducted at the time that Bilingual Education Act-funded teacher training programs were just being implemented, comparison of the earlier data with the 1980-81 data provides valuable information on the extent to which the programs to train teachers may be meeting their goals.

Approximately 12,000 full-time public school

Continued on next page

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

RESULTS OF U.S. SURVEY

Continued from page 21

teachers were requested to respond to a mail questionnaire in a sample designed to be nationally representative and to represent teachers in California, New York and Texas. The sample was also designed to represent teachers in programs funded by the Bilingual Education Act. In addition, a small group of Spanish-speaking teachers was interviewed, tested and observed in classroom situations to validate their non-English language proficiency self-ratings and independently determine their language skills relative to the definition of qualified teachers in the Bilingual Education Act regulations. Further information about the survey and the reinterview study is available in the final report and a paper delivered at the 1983 meeting of the American Educational Research Association (O'Malley 1983b). Information on the 1976-77 survey is available in Waggoner (1978, 1979a, 1979b).

References

O'Malley, J. Michael. 1981. *Children's English and Services Study: Language Minority Children with Limited English Proficiency in the United States.* Rosslyn, Virginia: National Clearinghouse for Bilingual Education.

O'Malley, J. Michael. 1983a. The 1980-81 Teachers Language Skills Survey. Final report, submitted to the U.S. Office of Bilingual Education and Minority Languages Affairs by Inter-America Research Associates, Rosslyn, Virginia.

O'Malley, J. Michael. 1983b. Functional language skills of bilingual teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 11 to 15, 1983.

Waggoner, Dorothy. 1978. Non-English language background persons: three U.S. surveys. *TESOL Quarterly* 12(3):247-262.

Waggoner, Dorothy. 1979a. Teachers for bilingual education programs: a report on the Teachers Language Skills Survey. Unpublished report available from the National Clearinghouse for Bilingual Education, Rosslyn, Virginia.

Waggoner, Dorothy. 1979b. Resources to meet the educational needs of language minorities: teachers in public schools. Paper presented at the 13th Annual TESOL Convention, Boston, Massachusetts, February 28 to March 4, 1979.

Waggoner, Dorothy. 1984. The need for bilingual education: estimates from the 1980 Census. Forthcoming. *NABE Journal. 8(2):1-14.*

About the authors:

J. Michael O'Malley is a senior associate at InterAmerica Research Associations, Inc., Rosslyn, Virginia. He was project director of the 1980-81 Teachers Language Skills Survey.

Dorothy Waggoner was project officer for the 1980-81 TLSS before her retirement from the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education. She was also project officer for the 1976-77 survey. She is a consultant on language minority statistics and bilingual education in Washington, D.C.

1985-86 CALL FOR NOMINATIONS

Unlike past years, the Call for Nominations for TESOL officers will not appear in the *TESOL Newsletter*. By this time all members of TESOL should have received a separate mailing of the 1985-86 Call for Nominations for first vice president, second vice president, and member-at-large. (Note: Nominees for the executive board positions from the Affiliate Council and the Interest Section Council were selected during the 1984 convention in Houston.)

The primary reason for a separate mailing is one of time. It is hoped that an earlier mailing will provide more time for the members to submit nominations; for the Nominating Committee to select its slate; and for the prospective candidates to make their deliberations.

The deadline for submission of nominations is July 15, 1984. Anyone who did not receive the nominations forms or who has questions regarding the process should contact Linda Schinke-Llano, Nominating Committee Chair, Linguistics Department, Northwestern University, Evanston, Illinois 60201, U.S.A. Telephone: (312) 492-7020.

Skill Sharpeners

Judy DeFilippo and Charles Skidmore
with Michael Walker

Skill Sharpeners 1
Skill Sharpeners 2
Skill Sharpeners 3
Skill Sharpeners 4
ESL

ALL LEVELS
NOW AVAILABLE

The perfect tool for building and sharpening basic skills essential to success at the secondary level in mainstream academic subjects—English, social studies, math, history, science, and citizenship.

Highlights include:

- Content-oriented materials to bridge the gap between ESL and the regular classroom
- Focuses on survival skills for coping with a new school and community
- Features basic skills review geared to the abilities and interest of teenagers
- Ideal supplement for NEW HORIZONS IN ENGLISH or any basal ESL series

Addison-Wesley Publishing Co.
World Language Division
Reading, MA 01867 617/944-3700
or your nearest Addison-Wesley representative

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

CALENDAR OF FORTHCOMING TESOL AFFILIATE MEETINGS

1984	
June 13-16	SPEAQ Convention, Quebec City
June 25-August 3	6th Annual TESOL Summer Institute, Corvallis, Oregon
July 13-14	6th Annual TESOL Summer Meeting, Corvallis, Oregon
September 28-29	Kentucky TESOL with KCTFL, Louisville, Kentucky
October 12-13	WATESOL, Alexandria, Virginia
October 18-20	4th Midwest Regional TESOL Conference, Cincinnati, Ohio
October 19-21	NYS TESOL Annual Meeting, Tarrytown, New York
November 3	North Carolina TESOL, Winston, Salem
November 10	BATESOL Conference
November 10	MITESOL, Detroit, Michigan
November 15-17	COTESOL, Denver, Colorado
1985	
January 24-27	3rd Rocky Mountain Regional Conference, Tucson, Arizona
March 16-17	3rd Annual TESOl France, Ecole Centrale de Paris
April 9-14	19th Annual TESOL Convention, New York City

EXECUTIVE BOARD APPROVES CALL-INTEREST SECTION

Approval for the formation of a Computer-Assisted Language Learning—Interest Section was granted by the Executive Board of TESOL at the recent convention in Houston. The Chair of the CALL-IS is Vance Stevens, Director of the Institute of English Studies at Hawaii Preparatory Academy, Box 428, Kamuela, Hawaii 96743, and the Associate Chair is Roger Kenner, Head of the Learning Laboratories at Concordia University (pending formal appointment by the First Vice-President of TESOL).

Steering committee members are Joel Bloch, Cecelia Dressia, Kathryn Hall-Allamyari, Ronald Komer, Don Loritz, Charlie Lewis, Juan Perez, Karen Price, and Emily Thrush. David Wyatt is on the committee as an observer. Projects for the steering committee in the coming year are drawing up and ratifying by-laws, organizing an interest section data base, encouraging the formation of various users' groups, putting out a CALL-IS newsletter, keeping members abreast of happenings at conferences and other CALL-related events in North America and Britain, and, of course, organizing events for next year's TESOL Convention in New York City.

At the recent convention, a Statement of Purpose for CALL-IS was drafted. The statement reads:

The Computer-Assisted Language Learning Interest Section exists to facilitate interaction among members of TESOL who desire to further the teaching of ESL, EFL, and languages in general through the medium of CALL. The specific purposes of the Interest Section are:

1. To work toward a definition of issues and standards in Call.
    - a. to define and discuss the many issues in this emerging field.
    - b. to establish standards by which to evaluate CALL materials and applications.
2. To facilitate communication and exchange among Interest Section members.
    - a. to meet the need for an umbrella entity within TESOL which would promote and undertake more ambitious CALL projects than are now undertaken through existing isolated efforts.
    - b. to disseminate information regarding CALL and to maintain communication between members.
    - c. to form avenues for the exchange of materials, algorithms, approaches, and techniques pertaining to CALL; to discuss, promote, and develop standards facilitating such exchange.
    - d. to liaise with TESOL conference organizers on the logistics involved in successful CALL representation at conferences.
3. To contribute to the computer-orientation of other members of TESOL.
    - a. to meet the needs of a broad spectrum of those interested in CALL (e.g., introduce members to the possibilities of the medium through the organization of introductory sessions and demonstrations at conferences.)
    - b. to help clarify the role of the computer in language learning so as to dispel fears and not fuel unwarranted expectations.
4. To foster research leading to helping determine the role of CALL in language learning and leading towards future developments (such as artificial intelligence in language learning).

Since CALL-IS is not yet listed as one of the interest sections on TESOL renewal notices, it is not yet possible for members of TESOL to officially designate CALL-IS as their primary interest section. In the meantime, many of us are writing in CALL-IS as our primary designation. Also, those interested in having more information about CALL-IS can write the chair or have their names added to the temporary CALL-IS mailing list by writing:

CALL-IS
c/o Roger Kenner
Head, Learning Laboratories
Concordia University
1455 de Maisonneuve West
Montreal, Quebec
Canada H3C 1MB

ESL IN HIGHER EDUCATION CALL FOR NOMINATIONS

This call is issued by the Nominations Committee for the 1985 ESL in Higher Education election. Nominations are open for the following offices: associate chair; assistant chair; secretary; one member-at-large; nominating committee (three positions); TESOL nominating committee nominee; and TESOL executive board nominee. All nominees must be primary members of the ESL in Higher Education Interest Section.

If you would like to nominate candidates, please send the following information to one of the members of the Nominating Committee listed below.

1. Position for which the nomination is made.
2. Name, title, full address, phone number of candidate.
3. Biographical information of no more than 50 words which includes service, experience, education of candidate.
4. Your name, title, full address and phone as nominator.

Deadline for nominations is September 15, 1984.

Chair of Nominating Committee:

Lynne A. McNamara
Director, American Language Academy
University of Southern Colorado
2200 N. Bonforte Boulevard
Pueblo, Colorado 81001
Telephone: (303) 549-2222

Nominating Committee Members:

(1) Janet Constantinides, Department of English, University of Wyoming, Box 3533, University Station, Laramie, Wyoming 82071. Telephone: (307) 766-5247 or 6452; Dennis Cone, Texas Christian University, P.O. Box 32926, Ft. Worth, Texas 76129. Telephone: (817) 921-7871; John Leach, Box U32, University of Connecticut, Storrs, Connecticut 06288. Telephone: (203) 486-2530.

FIRST ANNUAL *TESOL-GRAM* AWARDS

Puerto Rico TESOL is sparking up interest in their *TESOL-Gram* newsletter by inviting participation in the selection of the first annual *TESOL-Gram* awards. Special awards will be given to articles which members feel made significant contributions to the newsletter in 1983. Members are being asked to indicate the name of the article they enjoyed most and send it on a postcard to the editor. Awards will be presented at the next meeting. This sounds like an effective way to encourage more articles and improve the quality of those submitted.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

Susan, daughter of powerful businessman Preston Wade, is caught in the struggle between her father and the tenants of Tudor Village. Does she help him or her boyfriend Jeff Ryan in the fight?

FIND OUT IN . . .

Jeff, son of Mary Ryan, thinks Preston Wade is responsible for his mother's dangerous accident in the basement of Tudor Village. Can he win back Susan's love and save his home and family from destruction?

FIND OUT IN . . .

Express English: Transitions

The intermediate course of a bold, new communicative series

Linda A. Ferreira

TRANSITIONS meets the diverse language needs of adult ESL/EFL students at the intermediate level. This comprehensive program—composed of a student book, workbook, teacher's edition, and cassette—employs a communicative approach to language teaching that is anchored solidly in grammar practice. Within the framework of a soap-opera-style storyline, the series presents authentic materials generic to the day-to-day tasks, social roles, and life experiences of the learners. For intermediate-level students and "false beginners," TRANSITIONS provides an engaging educational experience.

To request an examination copy, please write Dept. 40201S

NEWBURY HOUSE
PUBLISHERS, INC.
54 Warehouse Lane
Rowley, Massachusetts 01969

Order Department: 1-800-343-1240
In Massachusetts, call: (617) 948-2840
Main Office: (617) 948-2704

Teaching videos that entertain. Entertaining videos that teach.

Now that doesn't seem like such a radical idea until you try to do it. Then you realize how hard it can be to make a video that effectively teaches important language points while entertaining the viewer with a compelling storyline.

But we keep making it work.

Your Life in Your Hands* is our newest video. A two-level high-beginning to low-intermediate conversation course that may be our best yet. Together with **Speak Easy** and **Follow Me to San Francisco** our videos provide you with the most sophisticated visual materials available for second language classrooms.

To preview any of these materials write us or call toll-free 1-800-445-4510•. Please specify U-Matic ¾", VHS ½" or Betamax ½" tape. Longman videos. The hottest show in town.

Longman
1560 Broadway
New York, NY 10036

*Video is available now. Books will be published by 11/84.
•NY, AK, HI and PR call (212) 819-5300

AFFILIATE NEWS

Continued from page 23

JALT'S 16th ANNUAL SUMMER WORKSHOP SET FOR AUGUST

The 16th Annual Summer Workshop for Japanese Teachers of English will be held August 12-18, 1984. This will be a week-long residential workshop which includes language study, special lectures and programs and seminars on a variety of teaching methods and techniques. The workshop is conducted by the LIOJ faculty and invited lecturers. For further information contact: Language Institute of Japan, 4-14-1 Shiroyama, Odawara, Kanagawa, 250, Japan.

TEACHER EDUCATION INTEREST SECTION INAUGURATED

TESOL members from many affiliates and areas of the country met in Houston to inaugurate our new Teacher Education Interst Section. Richard Orem (Northern Illinois University), interim chair, moderated a panel of presenters on "Issues in Teacher Education: Is Our Profession at Risk?" Immediately following this stimulating presentation was the TE section's business meeting. Members chose Mary Ashworth (University of British Columbia) as chair for 1984-85. We also decided that a regular newsletter will be forthcoming. All TESOLers who are involved in training teachers are urged to indicate your TE preference on the annual membership checklist.

by Don R. Whitmore

TEAL TO THE RESCUE OF *THE WESTCOAST READER*

Various newspaper clippings about **The Westcoast Reader** *came across my desk last January. I found the information so intriguing that I decided to pursue it further and asked Joan Acosta, editor, and Bill McMichael, vice president, of the British Colombia Association of Teachers of English as an Alternative Language (TEAL) to provide me with the following article. TEAL's point has always been and continues to be that the Provincial Government attempted to control information to immigrants for their own political ends with Federal Government money and using ESL professionals (mainly volunteers) to that end. As TEAL President Nick Collins put it, "No government should have any influence or bias in* **The Westcoast Reader.** *It is a textbook in the form of a newspaper." A moral which can perhaps be taken to heart by all affiliates is the importance of a strong united voice in standing up for the things we believe in.* ***M.A.C.***

by Joan Acosta
Editor, The Westcoast Reader

and

Bill McMichael
Vice President, TEAL

It has been a hectic year politically for the TEAL executive with the problems of *The Westcoast Reader. The Westcoast Reader* is a nonprofit newspaper for people who are learning to read English. It is graded according to language difficulty and is designed to assist in the development of reading skills.

Since its inception in 1981, *The Westcoast Reader* has been plagued with financial problems. In June 1983, the Ministry of Education informed us that it would no longer fund *The Westcoast Reader.* We had understood that any money forwarded to the paper would be reinbursed by Ottawa under the terms of the Textbook Agreement, so we immediately launched a letter, telegram and phone campaign. Over 300 messages were on the Minister's desk within four days of his announcement. Nicholas Collins, TEAL president, and Bill McMichael, TEAL vice president, met with officials of the ministry in Victoria in early July and were assured that the matter had been resolved with only the paperwork for transferring the federal funds standing in the way. They were told that confirmation of the funding would happen within 10 days. 56 days later nothing had happened and phone calls and night telegrams had been ignored.

Finally, in September, Nick Collins received a call from the Ministry stating that the administration of the paper had been transferred to the office of the Provincial Secretary through his appointee, Enrico Diano, the Cultural Heritage Advisor. No reason for the change was given. Enrico Diano met separately with Nick Collins and the board of *The Westcoast Reader.* Diano stated that the paper would become an "official government publication" and would carry photos of Provincial Secretary Chabot and Premier Bennett as well as the provincial logo. Most importantly Diano, as editor, would control the content. Mr. Diano insisted that certain changes be made to the paper in order to make it "politically correct." He also said that his terms weren't negotiable if the paper was to be saved. Those involved with the newspaper decided not to trade editorial control for the promise of funding. TEAL protested vigorously and launched a media campaign which found us on the CBS News and on the front page of *The Sun.* Numerous articles were published in various newspapers and letters to the editor were still being published in December. Meanwhile TEAL and The Westcoast Reader Board embarked on a fundraising campaign to raise money for the October, November, and December issues. TEAL loaned the paper enough for one issue (which it has already started to pay back) and another issue was paid for completely by Toronto businessman, L. Grant Burton, who read about the situation in the *Globe and Mail.*

In December, the Provincial Secretary informed the principal of Capilano College, the paper's sponsoring institution, that Mr. Diano was no longer involved with the paper and that bills for the paper should be forwarded directly to the Public Relations Office. The provincial government agreed to assist (in co-operation with the Secretary of State) the newspaper for January, February and March 1984. No written agreement was reached for fiscal 1984-85, although it is hoped that there will be continued assistance. Thus far, the provincial government has asked only that *The Westcoast Reader* continue to be "politically neutral."

In 1983, *The Westcoast Reader* became a standing committee of TEAL. The newspaper has been registered as a non-profit organization and we have applied for status as a charitable organization. We are all cautiously optimistic that the matter will be resolved.

INTERNATIONAL EXCHANGE

TESOL/IATEFL HEADS

Continued from page 9

functions of their professional associations. Both stressed the mutuality of their associations' concerns and the close cooperation between them. Both were aware of the many and varied difficulties teachers of English may face, and were very conscious of the need for TESOL and IATEFL, two great professional associations, to find ways of supporting teachers and developing our profession from within, from without, and between professional groups. Both stressed that the term "international," which has been used increasingly often recently in this connection, is inclusive and not exclusive. It includes both native and non-native speakers of English; it includes speakers of all standard models of English; it includes those teaching English in their own country or a different one; it includes the less as well as the highly qualified. Internationalization means bringing us all closer together. To quote Strevens:

> TESOL and IATEFL consist of their members—*all* of them. What matters to the association is its members, their needs, their ideas, their activities. . . The profession, like the community of users of English, includes both native speakers and non-native speakers. All are equal as members of TESOL or IATEFL, both in their right to receive help and in their right to contribute.

Following this, speakers from Canada, Mexico, Venezuela, Israel, Italy and Japan highlighted some of the real difficulties faced by teachers in their areas, bringing clearly into focus the tremendous challenges taken on by all teachers of English to speakers of other languages, nonnative or native speaker, wherever they teach, and by their professional associations.

Note: *The August* ***TN*** *will feature the presentations made by both James Alatis (TESOL) and Peter Strevens (IATEFL) at the colloquium to which the International Exchange Editor refers.* —Editor, ***TN***

ALL-INTERNATIONAL SLATE FOR AFFILIATE POSITION

During the 1984 TESOL Convention in Houston, Texas (March 5-11) the representatives of TESOL's affiliates met in the Affiliate Council for their annual general meeting. The most important item of business at this meeting is always the election of a slate of three candidates for the position of affiliate representative on the TESOL Executive Board for three years starting from the following March. Last year this position was won by Elliot Judd of Illinois TESOL/BE, whose term runs to March 1987. This year the affiliate representatives voted a slate composed entirely of members of affiliates outside the continental United States, one of whom will join Elliot Judd on the Executive Board representing affiliate concerns in particular as well as the membership in general, with a term running from March 1985 to March 1988. The three candidates are: **Elite Olshtain** (President, ISRA-TESOL); **Hector Peña** (Vice President, Puerto Rico TESOL); **Denise Staines** (officer, TESOL France). Whichever of these excellent candidates is elected, a further widening of the representativeness of the TESOL Executive Board is ensured.

NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

CALL FOR PAPERS

TESOL SCOTLAND REACHES OUT FOR SECOND ANNUAL CONFERENCE

TESOL Scotland is holding its second annual conference on October 6th, with the theme **Reaching Out**.

We are reaching out to members of TESOL to submit 200 word abstracts of 45 minute papers on topics falling within the scope of TESOL's professional interests. Abstracts should reach the secretary by August 15th, and notifications will be sent by August 25th. Further details of the conference will be available from the secretary by the publication of this issue.

Publishers wishing to exhibit at the conference should write to the secretary by September 1st: Liz Hamp-Lyons, Honorary Secretary, TESOL Scotland, Institute for Applied Language Studies, University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

MIDTESOL AND CATESOL TO AWARD SCHOLARSHIPS TO ATTENDEES OF TESOL SUMMER INSTITUTES

MidTESOL awarded a partial scholarship to the TESOL '84 Summer Institute to be held at Oregon. A lucky CATESOL member also won a $375 scholarship. Both of these scholarships were awarded at the spring meetings—MidTESOL at Columbia in March and CATESOL at San Jose in April. The generosity of these affiliates makes it possible for more members to attend the summer institutes. Keep up the good work!

TEXTESOL V FALL CONFERENCE TO BE IN DALLAS OCT. 12-13

TEXTESOL V (Dallas-Fort Worth area) will hold its sixth annual Fall Conference on October 12-13, 1984, in Dallas. Colleagues from all over the state and across the nation are invited to submit program proposals.

The program committee hopes to include presentations on various aspects of ESL including theoretical issues in second language acquisition, pedagogy at all levels, administration of ESL programs, bilingual education, and professional concerns.

Presentations may take the form of demonstrations, papers, panel discussions, or workshops. They may be 30, 60, or 90 minutes in length. Abstracts should be submitted by July 31, 1984 to Charles B. Martin, Department of English, North Texas State University, Denton, Texas 76203.

1985 INTERNATIONAL CONFERENCE ON COMPUTERS AND THE HUMANITIES

The 1985 International Conference on Computers and the Humanities will be held June 26-28, 1985 at Brigham Young University in Provo, Utah, USA. For further information contact: Randall L. Lones, ICCH85 Coordinator, Humanities Research Center, 3060 JKHB, Brigham Young University, Provo, Utah 84602, USA.

CALLING ALL ESL/EFL JOURNALS AROUND THE WORLD

Diane Larsen-Freeman, the Editor of *Language Learning*, is gathering information concerning subscriptions to and contributions for journals relevant to the ESL/EFL field. Eventually information will be compiled and published in this newsletter. If you edit a journal in the field and wish to be included in the survey, please send one copy each of two recent issues of your journal to:

Dr. Diane Larsen-Freeman
Editor, *Language Learning*
MAT Program
School of International Training
Brattleboro, Vermont 05301, USA

SUMMER INSTITUTE IN RALEIGH

A summer institute on second language acquisition will be held from July 9 to August 17, 1984, on the North Carolina State University (NCSU) campus. It is sponsored by the Wake County Public School System, the N.C. Department of Public Instruction, and the NCSU Departments of Curriculum and Instruction and Foreign Languages and Literature. The institute is designed for ESL teachers, but foreign language teachers may also participate.

For further information, contact one of the directors: Tim Hart, 601 Devereux St., Raleigh, NC 27605 (919) 755-6080 or Arlene Malinowski, Dept. of Foreign Languages, NCSU, Box 5156, Raleigh, NC 27650. Telephone: (919) 737-2475.

American Language Academy

THE LEADER IN COMPUTER-ASSISTED ESL INSTRUCTION

© 1984 ALA

+ 150 microcomputers
+ ALA ESL programs nationwide
+ CAI at all proficiency levels
+ Extensive ESL CAI software available
+ Computer literacy for ESL students

CLEAR LEADERSHIP AND COMMITMENT TO EXCELLENCE

Executive Offices
American Language Academy
Suite 200
11426 Rockville Pike
Rockville, Maryland 20852

Telephone: (301) 984-3400
Telex: 248 777 ALA UR
Cable: Amerexec, Washington, DC
Fax (G III): (301) 984-8424

Defining a School District's Obligation to the Handicapped LEP Student

by Peter D. Roos, Esq.

Editor's Note: The questions below have been received by the Lau Center at NODAC (National Origins Desegregation Assistance Center) from school district representatives throughout the U.S. regarding state and local education agency obligations to handicapped students of limited English proficiency. The answers have been prepared by Peter Roos, who is a legal consultant to NODAC located at the University of Miami, School of Education, P.O. Box 248065, Coral Gables, Florida 33124. ***TN*** readers interested in receiving information about this center may write to the director, Rosa Castro Feinberg, at the preceding address. Telephone: (305) 284-6501.

Question 1: What laws should one refer to in order to determine a local educational authority's (LEA) obligation to handicapped limited English proficient (LEP) children?

Answer: As a general rule, Federal law is supreme and thus has priority over *conflicting* or *less protective* State law. Under this rule, State law which is *as protective* of the rights of handicapped LEP students, and which is *more detailed* in spelling out obligations which are left general by Federal law should be the guiding force. If State law is silent or less protective, reference must be had to the general principles of Federal law which will be set forth below.

The relevant Federal laws and regulations which will be discussed are:

a) The Education of the Handicapped Act (The "Act") (94-142) which is codified at 20 USC 1400 et seq.;

b) The Administrative Regulations of the Act which are found at 34 CFR 300 et seq.; [CFR = Code of Federal Regulations]

c) The Civil Rights Law commonly referred to as "504" which is codified at 29 USC 794; [USC = United States Code]

d) The 504 Regulations, found at 34 CFR 104 et seq.;

e) Title VI of the 1964 Civil Rights Act, found at 42 USC 2000(d); and

f) The Equal Educational Act of 1974 codified at 20 USC 1703(f).

Each of the above acts and regulations should be available at a good public library and will definitely be available at most law libraries.

Question 2: How do all the above-listed authorities relate to each other?

Answer: As will be seen, Public Law (PL) 94-142 and its regulations provide the primary authority for issues of identification, evaluation, child find, and parental rights. This is because Congress and the Department of Education (ED) have quite specifically spelled out the obligations of LEAs.

To define a Free Appropriate Public Education (FAPE), one must also refer to laws specifically designed to protect national origin minority children who are LEPs—irrespective of their handicapping condition. Primary reference thus should be to those Acts (Title VI and 20 USC 1703(f)), as interpreted, to give meaning to the FAPE requirement.

Question 3: Must an LEA take special steps to locate handicapped LEP students as part of its "child-find" obligation?

Answer: Yes. Both PL 94-142 and the 504 Regulations mandate affirmative steps to "identify and locate" *"all* [handicapped] children." 20 USC 1414(a)(1)(A); see also 34 CFR 104.32(a) which mandates an LEA to "identify and locate *every* qualified handicapped person . . . who is not receiving a public education."

This obligation could not be met in any jurisdiction with a significant population of LEP students, unless activities (door to door canvassing, radio, newspapers, etc.) were undertaken in the predominent languages of the district. This principle has been affirmed in the one jurisdiction in which a Court has addressed it. *Jose P. v. Ambach*, 3 EHLR 551:415 (E.D.N.Y., 1979).

Question 4: Must tests and evaluations of students for the purpose of placement be conducted in the students' primary language?

Answer: Yes, unless *clearly* not feasible. 94-142 is unambiguous on this point. A State must establish "(C) procedures to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered *in the child's native language* or mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child." (Emphasis added.) 20 USC 1412(5)(c).

The Regulations made clear that this obligation to provide and administer evaluation materials and procedures in the child's native language is an obligation of both "State and local educational agencies." 34 CFR 300.532.

Given the extraordinarily strong language of this mandate and the manifest importance of native language evaluation to appropriate placement and evaluation, it is clear that a school district has a *very* heavy burden to establish lack of feasibility. Testing and evaluation should be by someone trained in assessment of linguistically and culturally different students, and who is fluent in the child's language.

Question 5: Should placement teams include persons who are fluent in the child's language?

Answer: The emphasis of the law is on the inclusion of a variety of persons who are skilled in interpreting the meanings of the evaluations; in addition, the regulations specifically mandate that "social and cultural" background be evaluated. 34 CFR 300.533(a)(1).

While proficiency in the child's language is not an express requirement at this stage, it seems clear that the law and regulations contemplate inclusion of the person or persons who conduct the evaluations of the student. By the terms of the previous answer this person or persons must be fluent in the child's language. Further, the impact of the child's social and cultural background must be addressed by someone with expertise in relating that background to the decision to be made. Finally, as reflected in the next question, a parent must be a knowledgeable participant in the decision—a standard that expressly can not be met without a native language interpreter.

Question 6: What steps must be taken at the evaluation and placement stage to address the language needs of non-English speaking parents?

Continued on next page

TESOL '85

CALLS FOR PAPERS

CLASSROOM-CENTERED RESEARCH PROPOSALS FOR COLLOQUIUM

It all started in New York at TESOL '76, when Judith Nine-Curt ran a colloquium on verbal and non-verbal communication. Discussions there led to the first colloquium on classroom-centered research at TESOL '78 in Mexico City. Help us celebrate the return to our origins by offering a paper or poster for a colloquium on classroom-centered research to be proposed for TESOL '85, again in New York. For further information, or to submit a proposal (please use the form provided in the TESOL '85 Call for Papers), contact: Stephen J. Gaies, Department of English, University of Northern Iowa, Cedar Falls, Iowa 50614, U.S.A. or Dick Allwright, Department of Linguistics, University of Lancaster, Lancaster, England LA1 4YT. The absolute deadline for Gaies or Allwright to receive proposals is August 31, 1984.

ESL IN HIGHER EDUCATION INTEREST SECTION SEEKS ACADEMIC SESSION ABSTRACTS

The ESL in Higher Education Interest Section invites the submission of abstracts for participation in the section's 1½ hour academic session at the TESOL convention in New York, from April 9 through 14, 1985. Topics of particular interest to members surveyed at the 1984 TESOL convention in Houston dealt with professional concerns, such as program evaluation and the interface between ESL programs and the rest of the academic community, as well as several curricular issues. These include (1) documented successes in teaching the four skills, (2) the use of media and technology (including computers) in ESL, (3) meeting the diverse needs of ESL students in higher education settings, (4) the successful transition of such students from ESL courses to their college degree programs, and (5) the role of literature in ESL programs. Abstracts on these topics will be especially welcome, although prospective presenters need not limit themselves to these areas.

Use the form provided in the TESOL '85 Call for Papers, but send the material—well before September 10th—to Kathleen M. Bailey, Director, TESOL Program, Monterey Institute of International Studies, 425 Van Buren Street, Monterey, California 93940, U.S.A. The absolute deadline for Dr. Bailey's receipt of abstracts is September 10, 1984.

HANDICAPPED

Continued from page 27

Answer: Parents are entitled to notice prior to evaluation or to any planned change in placement or decision not to change a placement. 20 USC 1415(b)(C); in addition, actual "consent" must be received from a parent before a preplacement evaluation or initial placement. 34 CFR 300.504(b)(c)(cc). By the express terms of the Act and Regulations, each of these activities must be altered to meet the needs of parents who are not fluent in English.

Notice of any planned evaluation or change of placement (or decision not to change placement) must "fully inform the parents or guardian, in the parents' or guardian's native language, unless it clearly is not feasible to do so, of all procedures available pursuant to this section." 20 USC 1415(b)(1)(D). Further, before a "consent" to a pre-placement evaluation or initial special education placement can be given, "the parent [must be] fully informed of all information relevant to the activity for which consent is sought in his or her native language." 34 CFR 300.500(a).

Question 7: What accommodation must be made at the IEP (Individual Education Program) meeting for the non-English speaking parent?

Answer: The 94-142 Regulations require that a school district "take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native languge is other than English." 34 CFR 300.345(e).

Thus, by the terms of this regulation, *at a minimum*, an interpreter must be made available to the parent. While translations of the IEP and other documents are not expressly mandated, it seems clear that the translator must be sufficiently knowledgeable about the substantive materials, evaluations, and proposed IEP to be able to convey their full import to the parent. This is necessary so that the parent can meaningfully give the imput envisioned, or, ultimately, determine whether to invoke alternative procedural safeguards.

Question 8: Must the program offered to the student be altered to address the fact that he/she is limited English proficient?

Answer: Absolutely. A student does not shed his rights to protection under other civil rights laws merely because he is handicapped. Thus, those rights held by a LEP student under Title VI of the 1964 Civil Rights Act (42 USC 2000(d)) and under the 1973 Equal Education Amendments (20 USC 1703(f)) must be honored.

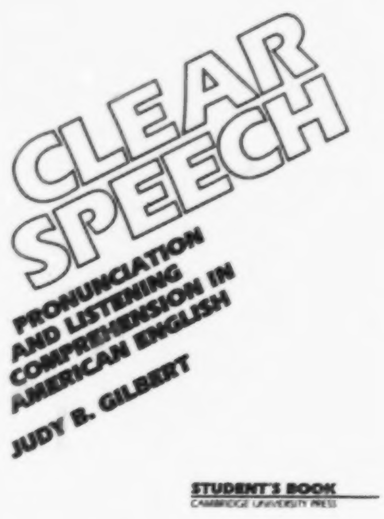
The obligations of a school district under 1703(f) are to:

1. Develop a pedagogically sound program that addresses the child's English language needs;
2. Assure that his substantive educational progress is not hindered by his English language deficit and that the program is designed to assure that he ultimately bear no educational scars as a result of his lack of English language skills;
3. Provide all resources to assure success in the first two endeavors;
4. Assess the child regularly to substantiate the wisdom of the approach taken in the first two steps; and
5. To alter the program in a pedagogically sound manner, if the assessment reflects a lack of success.

These principles derive from a Court construction of 1703(f); see *Casteñeda v. Pickard*, 6748 Federal 2d 989 (5th Circuit, 1981). These principles argue in favor of the use of a bilingual approach, whenever possible, although the Court expressly said that for *non*-handicapped children, such was not compelled. One Court has adopted a bilingual approach for handicapped students. *United Cerebral Palsy of N.Y. v. Board of Education*, 79 C. 560 (Feb. 27, 1980). Certainly the legal and educational arguments for a bilingual approach are greater for certain handicapped students than for non-handicapped. Retarded LEP children, for example, would seem to have a compelling legal case for bilingual instruction, given their mental limitations. Students with most other handicaps would also have a more compelling case for bilingual instruction than could be made for their non-handicapped peers.

Realistically, it might be difficult, if not impossible, to find fully certified bilingual special education personnel for each language and disability in a school system. In such a case bilingual aides would seem to be compelled as well as a training program for the staff to assure that the IEP meets the above standards and can be effectively implemented. These standards *must* be woven into the IEP for the handicapped LEP child.

Cambridge ESL


CLEAR SPEECH
PRONUNCIATION AND LISTENING COMPREHENSION IN AMERICAN ENGLISH
JUDY B. GILBERT
STUDENT'S BOOK
CAMBRIDGE UNIVERSITY PRESS

Clear Speech

Pronunciation and listening comprehension in American English

JUDY B. GILBERT

Presents a new approach to listening comprehension and pronunciation through intonation, stress, and rhythm. Clear, non-technical explanations for students accompanied by listening activities and practice exercises.

Student's Book: 28790-1 / Teacher's Manual: 28791-X / Set of 2 Cassettes: 24570-2

Outside the U.S.A. and Canada order from your usual ESL supplier, or in case of difficulty order directly from Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

CAMBRIDGE UNIVERSITY PRESS
32 EAST 57TH STREET/NEW YORK, N.Y. 10022/212-688-8885

READER-GENERATED QUESTIONS: A TOOL FOR IMPROVING READING COMPREHENSION

by Rick Henry
LaGuardia Community College,
City University of New York

Exactly what is meant by the term reading comprehension? How is a text comprehended? Do strategies for comprehension differ from reader to reader? How can a teacher help a student comprehend an assigned text? How can a teacher know if a student has comprehended?

In an introspective account of her own reading strategies, Ortiz (1977) claimed that as she read she naturally asked herself questions, questions which occurred to her spontaneously about the content of a text, but much more frequently at the beginning of a passage than later on. She reported that it was through this spontaneous and natural questioning that she arrived at comprehension. She also found that she could kindle interest in a passage of intrinsically little appeal to her by forcing herself to ask questions about the content.

In the teaching of reading, questioning has long been used as a tool for the improvement of comprehension. However, questions used for this purpose are traditionally "other-imposed," by the writer(s) or editor(s) of a text or by the teacher, so they are of a very different nature from those Ortiz refers to. Yet, as Tullman (1978) and others have found, when questions are imposed by others, readers (and especially poor or developing readers) often comprehend only what the questions ask for. Therefore, paradoxically, the very instruments designed to aid comprehension can, in fact, limit it. It has also been effectively argued by Moeser (1978) and others that "other-imposed" questions actually interfere with normal reading strategies. The implications of these studies are that readers comprehend differently and more naturally when questions are not imposed by others.

My own teaching experiences have corroborated these findings over and over again in that I have often discovered, to my bewilderment, that if I happen to ask a comprehension question for which my advanced ESL students have not prepared in advance, although the information for which I am asking may be repeated several times in the text, they are at a loss to answer.

In reflecting upon my own reading strategies, I find that, at least sometimes, I engage in the same spontaneous questioning as Ortiz. I also find, like Moeser, that having to answer to someone else's questioning agenda interferes not only with my own agenda, but with my reading pleasure. And, of course, as a teacher, I want students not only to retain the information they know I will question them about, but to understand a text in a global way for their own sakes through their own devices. Moreover, I certainly do not want to interfere (any more than necessary) with normal reading processes.

In an effort to promote normal reading processes, global comprehension and reading enjoyment, I decided to encourage the kind of reader-initiated questioning described by Ortiz. I also decided to focus on advanced organizers (questions given at the beginning of a text) and interspersed questions (given in the midsts of a text) rather than on summary questions (given at the end of a text) since, like Ortiz, I find myself more "questioning" at the start of a text than at the middle or the end. A number of techniques for achieving these goals work particularly well.

1. The First-Sentence Stimulus

   The first sentence of a reading is placed on the blackboard and students are instructed to write ten questions about the sentence. For example, the first line of a story (e.g., "Chicken Little felt something fall on her head.") is put on the blackboard. Students then write questions such as Who was Chicken Little? Was she really a chicken? etc. Time is then allowed for students to ask their questions aloud in class, and others are encouraged to use their imaginations to come up with answers. After this, the actual story is handed out and students find as many answers to their own questions in it as they can. After some time for this, they share their responses. For a variation of this theme, since a teacher may want to devote some attention to writing, students may write their own stories based on the first line of the story and their questions. These may be shared and compared, later, to the "real" one. Of course, stories are not the only type of material that can be used for these activities.

2. The Thematic Stimulus

   This works very much like the first-sentence stimulus but instead of a sentence from a reading, the theme of the text (e.g., honesty) is written on the board and students write questions about it (e.g., Is it always necessary? Is it really the best policy? etc.).

3. The Picture Stimulus

   Since many readings are accompanied by illustrations, one (or several) of these may be used as the focus of the questioning. Pictures from sources other than the reading itself may also be appropriate.

4. The Reading Stimulus

   To have students generate their own interspersed questions a fairly large portion of the reading (rather than just a single sentence) can be used as a stimulus for questioning. The reading can be handed out in sections or students can be stopped at particular points in the text to ask questions either about what they have already read or about what they anticipate from the rest of the text.

As Ortiz wisely points out, students may be somewhat reluctant at first when instructed to ask questions. After all, it is a mode of behavior which, in this context, may be unfamiliar to them. It is, therefore, advisable to ease them into the mode with a warm-up activity. For example, instead of writing the first sentence of a story on the blackboard right away, the teacher might write a sentence like, "My mother is mad at me." Students can then ask questions about this situation orally, rather than in writing, until it becomes apparent that they understand what is expected of them.

It is by now a cliche to say that knowing the answers is not nearly so important as being able to ask the right questions, but questioning in itself is a skill which must be practiced and refined if it is to be of any value. By allowing students the opportunity to practice this skill, their questions gradually become more focused and more interesting. By listening to them, teachers have the opportunity to learn about the background knowledge and cultural understandings with which their students address a text which, as Carrell and Eisterhold have suggested, facilitates teaching. Another important result of the use of the techniques described above is that students learn that some questions are fairly easily answered; others require more careful reading or further reading (of other texts) while still others are unanswerable.

It has often been pointed out that in the classroom "the most valuable information is our students' perceptions and not our (teachers') own." (Carrell and Eisterhold) The activities described above (and others) demonstrate to the student that this is, in fact, the case, and they also present reading as it is, an interactive endeavor between reader and text undertaken with self-initiative, the just rewards of which are the pleasures of new understandings.

About the author: Rick Henry is a full-time instructor in the credit program at the English Language Center at LaGuardia Community College, CUNY. He has taught ESL and has done teacher training in the United States, Poland and Mexico.

REFERENCES

Carrell, Patricia L. and Joan C. Eisterhold. 1983. Schema Theory and ESL Reading Pedagogy. *TESOL Quarterly* 17,4:553-572.

Moeser, Shannon D. 1978. Effects of Questions on Prose Utilization. *Journal of Experimental Psychology: Human Learning and Memory* 4,4:290-303.

Ortiz, Rose Katz. 1977. Using Questioning as a Tool in Reading. *Journal of Reading* 21,2:109-114.

Tullman, M. 1978. Effects of Question Formats on Question-Related Quizzes. *Journal of Instructional Psychology* 5,2: 27-32.

108

A Poster Presentation? What's That?

by **Dick Allwright**
University of Lancaster

For two years now, the TESOL annual conventions have offered participants the option of bringing a poster to present rather than a paper to read, a workshop to run, or a colloquium to chair. In both Toronto and Houston, the poster sessions have been well attended and highly appreciated, and yet, out of nearly one thousand presentations at Houston, fewer than thirty were by poster, a few less than at Toronto. Why should this be? Why is the idea so popular among participants but not, apparently, appealing to great numbers of presenters? I hope this brief article will encourage many more TESOLers to offer posters for TESOL '85 in New York.

Do you really think a poster is 'serious' enough?

Perhaps people fear that while the poster format lends itself particularly well to the presentation of ideas for the classroom, it is somehow insufficiently serious to merit financial support. But what could be more serious, at TESOL, than ideas for the classroom? Doubtful institutional sponsors might be reminded that other professional and academic conventions, especially in the sciences, make extensive (sometimes almost exclusive) use of the poster as a means of presenting research reports.

Aren't posters too difficult to carry around?

Some people may be put off by the thought of having to carry great sheets of card [*Am.* cardboard] with them to TESOL. It's true that some of the poster presentations at Toronto and at Houston did look quite difficult to manage on an aeroplane, and some involved quite elaborate electronic aids too (up to and including microcomputers and television). But such complications are really not necessary at all. My own posters for Toronto and Houston consisted of standard-size sheets of paper and card, with many very much smaller pieces, that I fixed directly onto the display surface with Blu-tack [*Am.* rubber cement]. Both posters went into envelopes no larger than I would have needed for a fully written-up paper presentation.

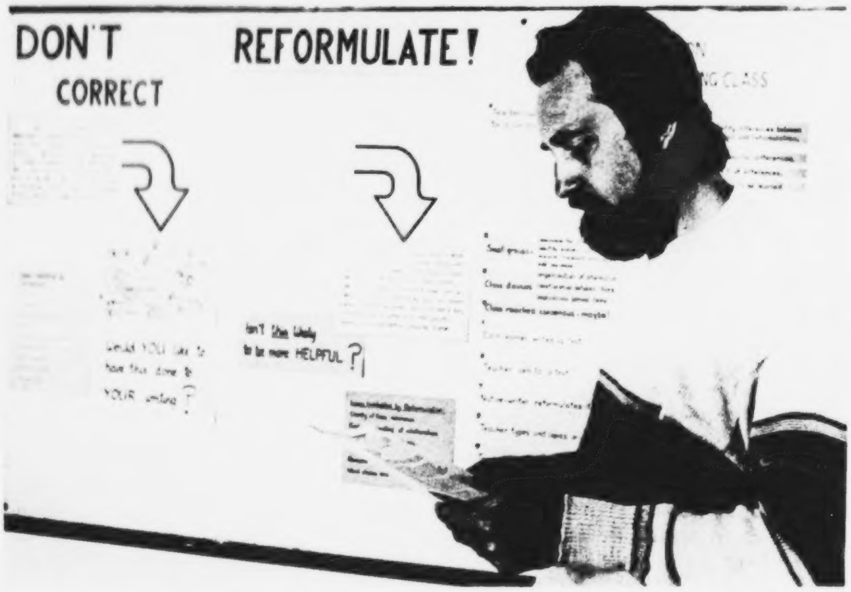
So, what's so good about posters?

Perhaps many more people would offer posters if they could see the positive advantages over presentation by papers. These are the advantages I see.

1. *Posters don't demand great self-confidence.* Since posters can be relied upon to generate questions and informal discussion almost instantly, there is no problem for people who lack the self-confidence to make speeches in public. No speeches are required.

2. *Posters help newcomers and shy TESOLers to get involved.* Even skilled and experienced paper presenters rarely leave very much time for a good discussion, and the formality of the occasion is likely to discourage newcomers or generally shy people from asking the questions that matter to them. Poster presentations, by contrast, involve questions and discussion from the start, and in an atmosphere informal enough to encourage everybody to take part.

3. *Posters don't waste your time, and they do save embarrassment.* If you go to a paper that turns out to be boring, you have to decide whether or not to be polite and sit there wasting time, or to face the embarrassment (to you and to the presenter) of making a public exit to go in search of something better. If a poster doesn't "grab" you, though, you can just walk on by to the next one, and nobody loses.


DON'T
CORRECT
REFORMULATE!
Would YOU like to have this done to YOUR writing?
Isn't this likely to be more HELPFUL?
NG CLASS
Small groups
Class discuss
Class reaches consensus - maybe!

Dick Allwright readies a response to a poster-related question in Houston.

4. *Posters can reach more people.* Many papers are very poorly attended, sometimes because of unfortunate scheduling, sometimes because the presenters are not yet well-known and their topics are not in themselves great crowd-pullers. But you can be sure that all papers, well-attended or not, have involved their presenters in many hours of detailed preparation. It is discouraging to go to all that trouble only to find yourself without a substantial audience. Posters, however, to judge from the experience of the last two years, are likely to be well attended indeed and to easily justify the trouble taken to prepare them.

5. *Posters don't have to be perfect.* A paper presentation is like a public performance, and some people go to great lengths to rehearse their "act" to make sure of its timing, and of its impact. A poster presentation isn't like that at all. You can't put all the words and thoughts you want to use onto a poster. All you can (and need) do is to present enough to intrigue passers-by so that they stop and ask you questions. The design of the poster is important, obviously, and not everybody gets it right first time (I didn't, when we tried the idea out in the classroom research colloquium at TESOL '81 in Detroit), but at least you don't get involved in practicing your act in front of a mirror. And if you do have a lot to say that you regret not being able to put on your display itself, then you can always prepare an informative handout for people to take away with them.

To sum up, what tips are there for first time poster presenters?

1. Make your poster very easy to carry, by doing it in small pieces to put together on-site.

2. Make it bold, so that the main headings can easily be read from a good distance.

3. Don't give passers-by too much to read or they may give up before they've got to the point.

4. Make your poster "visual" anyway, rather than just "verbal." Give it an overall design that expresses the relationships you wish to convey between the various elements of your poster.

5. Prepare a handout so that interested people have something to take away, something that will give them at least some of the background and some of the details you couldn't fit onto the poster itself. Include information (especially your full mailing address) so that people can contact you later if they have really got interested in your ideas.

Finally,

Watch for a pre-TESOL workshop for poster presenters. If the demand is sufficient, it may be possible to offer such a workshop (or set of workshops for the different modes of presentation) in New York next April.

Above all, do have a go at preparing a poster. It's a very useful device in the language classroom—as an alternative to interminable group reports after major projects, for example, and it's a great way to make a distinctive contribution to a TESOL convention.

For additional guidelines on poster presentations at TESOL '85, write Cathy Day, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197, U.S.A.

1985 TESOL CONVENTION IN NEW YORK CITY

A Reminder!

Abstracts for TESOL '85 are due September 10th.

See the April *TN* for a copy of the call for papers or write: TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

SEPTEMBER
1984

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

Circle the date!

CALL FOR VIDEO PRODUCTIONS
Due Date: September 15, 1984

The 1985 TESOL Convention in New York City will include a video theater Wednesday, April 10 through Friday, April 12. All presenters will be allowed 45-minute time slots. Opening remarks, distribution of handouts, tape running time, and closing comments must be made within this time frame. If you have several tapes to show, please consolidate them into a demonstration tape.

Bring a good "dub" of your tape (no master copies, please) and thirty-five to fifty handouts to the video theater at least ten minutes before your presentation is scheduled. Take your tape and extra handouts with you after your presentation.

The schedule of video showings and summaries of content will be included in the convention program.

PROCEDURES

1. Complete the form below and send three copies to the video theater coordinator. You may attach additional printed material about the tape. **DO NOT SEND THE VIDEO TAPE ITSELF.**
2. In addition to the form, send a 3" x 5" card with the following information:
   Name(s) of presenter(s) (last name first)
   Video format and video system you need (e.g., 3/4" PAL cassette)
   Title
   Genre (e.g., documentary, teacher-training, etc.)
   Length
3. Send proposals to:
   Suzanne M. Griffin
   Supervisor
   Adult Refugee Project
   SPI, Old Capitol Building FG-11
   Olympia, Washington 98504, U.S.A.

TESOL '85 VIDEO PRODUCTION DESCRIPTION FORM

Name(s) of presenter(s):
(Last name first, in the order in which you want them listed. Indicate production roles—producer, director, etc.)

1. ____________________
2. ____________________
3. ____________________

Title of production: ____________________

Topic/subject: ____________________ **Genre:** ____________________

Overall production quality (institutional production/broadcast quality): ____________________

Format: (3/4" U-matic cassette preferred): ____________________

Length: ____________________ **Video system:** ____________________

Summary of content (not to exceed 75 words): ____________________

Bio-data Statement(s), 25-word maximum per presenter: ____________________

Audience

Primary interest section (check ONE):

☐ Applied linguistics
☐ Computer-assisted language learning
☐ EFL for foreign students in English-speaking countries
☐ ESL in adult education
☐ ESL in bilingual education
☐ ESL in elementary schools
☐ ESL in secondary schools
☐ ESL in higher education
☐ Program administrators
☐ Refugee concerns
☐ Research
☐ Standard English as a second dialect
☐ Teacher education
☐ Teaching English abroad
or
☐ Of general relevance

Primary professional category (check ONE):

☐ Administrators
☐ Classroom teachers
☐ Materials developers/curriculum designers
☐ Researchers
☐ Teacher educators
or
☐ All interested persons

Macmillan ESL
A program for every level

WHAT?
NEW ROUTES TO ENGLISH
INTERMEDIATE SKILLS STUDENT BOOK FOUR
Computer Science

PLUS:

- Graded Readers
- Writing and Grammar
- Speaking and Listening
- Survival Skills
- Adult Basal Programs
- Teacher Resources
- Supplementary and Audio-visual Materials

Write for our catalog:
MACMILLAN PUBLISHING COMPANY • SCHOOL MARKETING • 866 THIRD AVENUE, NEW YORK, NY 10022

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

Officers 1984-85

President
Charles H. Blatchford
3901 Bannister Road
Fair Oaks, California 95628

First Vice President
Jean Handscombe
North York Board of Education
Toronto, Ontario M2N 5N8

Second Vice President
Jean McConochie
Pace University
New York, New York 10038

Executive Board: **Penelope M. Alatis**, Francis C. Hammond Jr. High School, Alexandria, Virginia; **Jeffrey P. Bright**, City College of Chicago, Chicago, Illinois; **Marianne Celce-Murcia**, University of California, Los Angeles, California; **JoAnn Crandall**, Center for Applied Linguistics, Washington, D.C.; **John Haskell**, Northeastern Illinois University, Chicago, Illinois; **Holly L. Jacobs**, Marietta, Georgia; **Elliot L. Judd**, University of Illinois at Chicago, Chicago, Illinois; **Darlene Larson**, New York University, New York, New York; **Penny Larson**, San Francisco Community College Centers, San Francisco, California; **Lin L. Lougheed**, Instructional Design International, Inc., Washington, D.C.

Executive Director: James E. Alatis, Georgetown University, Washington, D.C.

Executive Assistant: Carol LeClair, Washington, D.C.

Development and Promotions: Aaron Berman, San Francisco, California

Convention Coordinator: Rosemarie Lytton, Washington, D.C.

Editor, TESOL Quarterly
Barry P. Taylor
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Editor, TESOL Newsletter
Alice H. Osman
F. H. LaGuardia Community College, CUNY
Long Island City, New York 11101

Editor, Convention Daily
Jerry Messec
Florida State University
Tallahassee, Florida 32306

TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*, **Annual membership rates:** Regular membership, $33; Student membership (for those engaged in at least half-time study), $16.50; Joint membership (two-member household), $49.50; Institutional membership, $49.50; Commercial membership, $165; Paraprofessional, Retired, Unemployed or Volunteer membership, $16.50. **Additional mailing fee:** Foreign surface mail add $5 or foreign air mail add $15. Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL Central Office, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Telephone: (202) 625-4569. **For change of address** or other information, write to TESOL at the preceding address.

TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 U.S.A.
TESOL NEWSLETTER • VOL. XVIII, NO. 3, JUNE 1984

NON PROFIT ORG.
U.S. POSTAGE
PAID
Bloomington, Ill.
Permit No. 16

TESOL '85

19th ANNUAL CONVENTION
APRIL 9-14
NEW YORK HILTON

Program Chair: Jean McConochie
Pace University—TESOL '85
New York, New York 10038, U.S.A.

Associate Chair: Cathy Day
Eastern Michigan University—TESOL '85
Ypsilanti, Michigan 48197, U.S.A.

ISSN 0496-9987

TESOL NEWSLETTER

Vol. XVIII No. 4 | Teachers of English to Speakers of Other Languages | August 1984

The Spread of English

THE RESPONSIBILITIES OF EFL/ESL TEACHERS AND OF THEIR ASSOCIATIONS

by Peter Strevens

*Peter Strevens presented the following paper at the colloquium on the **International Role and Concerns of TESOL** at TESOL '84 in Houston. Mr. Strevens recently became chairman of the International Association of Teachers of English as a Foreign Language (IATEFL). The theme of this paper and that of the one below seemed particularly well-suited for inclusion in the International Exchange page. Thus, they are features of both the August International Exchange page and **TN** itself.*
*—Editor, **TN***

Why does TESOL exist, with its 9000 *teacher* members? Because of a vast global increase in the numbers of *learners*; because learners and teachers believe that by learning with the aid of a teacher they will learn more or faster or "better" than without; because some twenty years ago conditions came to exist for the growth of a profession, not just an occupation; because a profession, once it exists, generates a gearing-up of success and stimulates its members both to profit from the profession and to contribute to its further development. So the EFL profession confers benefits on the teachers who comprise it, and it thereby produces better chances of learning for the learners—but it also lays responsibilities on the teachers of EFL/ESL, responsibilities which reflect the nature of English as an international language.

That said, what is this paper about? Broadly, it is concerned with these issues: with the nature of a profession; with the complex geolinguistic features of English as an international language; with the consequential need for professional EFL teachers' associations and with the way in which such associations (like TESOL and IATEFL) rely totally upon their members; and finally with the inescapable fact that the teachers of English are now just as diverse as the learners, so that the old assumptions no longer hold, according to which non-native speakers must always learn from native speakers and try to emulate them—now in very many circumstances it is the non-native speaker who provides the most suitable model.

A 'Profession' of EFL/ESL

The explosive pace and extent of developments in EFL in the past 20 years have been accompanied and fuelled by the

Continued on page 29

Peter Strevens, IATEFL Chairman

INTERNATIONAL EXCHANGE

COOPERATION AMONG INTERNATIONAL PROFESSIONAL ORGANIZATIONS

*Peter Strevens presented the following paper at the colloquium on the **International Role and Concerns of TESOL** at TESOL '84 in Houston. Mr. Strevens recently became chairman of the International Association of Teachers of English as a Foreign Language (IATEFL). The theme of this paper and that of the one below seemed particularly well-suited for inclusion in the International Exchange page. Thus, they are features of both the August International Exchange page and **TN** itself.*
*—Editor, **TN***

Peter Strevens' informative and stimulating paper encouraged me to focus my remarks today on the theme of "Cooperation Among International Professional Organizations." As the executive director of TESOL, I find it appropriate to begin by emphasizing the fact that right from the outset, TESOL intended to include membership and participation from all over the world and thus to be *international.* We were even giving thought to renaming the organization "International TESOL," but the motion failed in the executive committee who believed that "That which we call a rose/By any other name would smell as sweet." Nevertheless, in the subtitle of the organization the word "international" does appear. We are called "TESOL: An International Organization." However, as Peter Strevens just explained, critical changes have taken place in recent years in the nature and role of English, and these

Continued on page 30

TESOL NEWSLETTER

Alice H. Osman, Editor
F. H. LaGuardia Community College, CUNY
31-10 Thomson Avenue
Long Island City, New York 11101
Telephone: (718) 626-8546 or
(212) 663-5819

Editorial Staff and Advisory Board

Richard Allwright, *University of Lancaster*, Lancaster, England; **John Boyd**, *Illinois State University*, Normal, Illinois; **Mary Ann Boyd**, *Illinois State University*, Normal, Illinois; **Mary Ann Christison**, *Snow College*, Ephraim, Utah; **Andrew Cohen**, *Hebrew University*, Jerusalem, Israel; **Cathy Day**, *Eastern Michigan University*, Ypsilanti, Michigan; **Irene Dutra**, *Bronx Community College, CUNY*, Bronx, New York; **Ronald Eckard**, *Western Kentucky University*, Bowling Green, Kentucky; **Winifred Falcon**, *American Language Program, Columbia University*, New York, New York; **Douglas Flahive**, *Colorado State University*, Ft. Collins, Colorado; **Sergio Gaitán**, *Instituto Mexicano-Norteamericano de Relaciones Culturales, A.C.*, Mexico City, Mexico; **Liz Hamp-Lyons**, *University of Edinburgh*, Glasgow, Scotland; **Mary Hines**, New York, New York; **Carol J. Kreidler**, *Georgetown University*, Washington, D.C.; **Darlene Larson**, American Language Institute, New York University, New York, New York; **Jean McConochie**, *Pace University*, New York, New York; **Carmen Judith Nine-Curt**, *Universidad de Puerto Rico*, Rio Piedras, Puerto Rico; **Robert Oprandy**, *Teachers College, Columbia University*, New York, New York; **Howard Sage**, *American Language Institute, New York University*, New York, New York; **Richard Schreck**, *Heidelberg College*, Tiffin, Ohio; **Lise Winer**, *Southern Illinois University*, Carbondale, Illinois.

Production Manager
Lars LaBounty
Pantagraph Printing
Bloomington, Illinois 61701

Advertising Manager
Aaron Berman
TESOL Development and Promotions
P.O. Box 14396
San Francisco, California 94114
Telephone: (415) 697-5638

The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1500 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; Book Reviews: *Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; International Exchange: *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 9DP*, Scotland; It Works: *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; On Line: *Richard Schreck, Heidelberg College, Tiffin, Ohio 44883*; Standard Bearer (employment issues); *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: August 20th for the October *TN*

President's Note to the Members

THESE ARE A FEW OF MY FAVORITE THINGS: A SUMMERY POTPOURRI

- The worst death—that which is almost invisible, that which destroys, that which annihilates—is the death of the spirit, the death of the mind. It is the duty of education to revive spirits, to enliven deadened minds; it is the duty of education to promote the development of the whole person. . .

—Ana Maria G. de Renteria,
a literacy worker in Mexico

- Let us put our minds together and see what life we will make for our children.

—Mohawk Nation

- The age of nations is past. It remains for us now, if we do not wish to perish, to set aside the ancient prejudices and build the earth.

—Pierre Teilhard de Chardin, S.J.,
inscribed at Georgetown University

- To ask questions of those who you believe have nothing new to tell you is inevitably an insulting, sterile practice, and a posture impossible to mask completely.

—Gerald J. Pierre

- The essence of independence is to be able to do something for one's self. . . . As soon as independence has been reached, the adult who keeps on helping becomes an obstacle.

—Maria Montessori

- Would that I could teach so that I could celebrate us both and ask you to do nothing that would not contribute to your being.

—bob samples, *The whole-school book*

- Where there is life, there works the unharmonized opposition; and life itself is the continuous overcoming, but also the recreating, of oppositions.

—Rudolf Steiner, *The story of my life*

- An institution is a gathering of persons who have accepted a common purpose, and a common discipline to guide the pursuit of that purpose, to the end that each involved person reaches higher fulfillment as a person, through serving and being served by the common venture, than she or he would achieve alone or in a less committed relationship.

—Robert K. Greenleaf, *Advice to servants*

- God obligeth no man to do more than He hath given him ability to perform.

—*The Koran*

- No sense waiting another day to be happy. Better do it now.

—Hang-glider pilot before his accidental
death in Honolulu

- What about the day I become the expert myself, the parent, the authority, the specialist, the teacher? How do I continue to believe in my own expertise, and yet keep my sense of humor about its value?

—Eloise Ristad, *A soprano on her head*

- Listen to the Mustn'ts, child
Listen to the Don'ts
Listen to the Shouldn'ts
The Impossibles, the Won'ts
Listen to the Never Haves
Then listen close to me—
Anything can happen, child
Anything can be.

—Shel Silverstein, *Where the sidewalk ends*

Charley Blatchford

CHARLES H. BLATCHFORD

THEME OF *TESOL NEWSLETTER SUPPLEMENT NO. 3* WILL BE *COMPUTER ASSISTED LANGUAGE LEARNING*

Time Magazine's "man" of the year in 1982 was the microcomputer, a sure sign that—ready or not—we have entered the computer age. Although educational computing—including computer-assisted language learning (CALL)—is still in its infancy, we can begin to share what we have learned so far and speculate about future directions: How are computers being used in ESL programs? To what extent do CALL programs/activities/software reflect current teaching-learning theories? What do ESL teachers and administrators need to know in order to make informed decisions about incorporating CALL into the curriculum? How might we better exploit the potential of this new technology?

Irene Dutra of the Bronx Community College, CUNY, has been named editor of the third *TN* supplement, which will address such topics as ESL software, word processing, authoring and utility programs, artificial intelligence, and interactive video.

Supplement No. 3, a special 16-page section on computer-assisted language learning, is scheduled to appear in the August 1985 *TN*. Papers up to 1200 words in length (about 5 pages double-spaced) on the above or related topics are solicited. Send four copies no later than January 31, 1985 to: Alice H. Osman, Editor, *TESOL Newsletter*, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101, U.S.A.

DIRECTORY EDITOR NEEDED

TESOL is seeking an editor/compiler for a new edition of the *TESOL DIRECTORY OF TEACHER PREPARATION PROGRAMS*. If you are interested or know of someone who is interested, please submit your or that person's name and a brief statement of qualifications to arrive by September 17, 1984 to: James E. Alatis, Executive Director, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, DC 20057.

QUARTERLY EDITOR ON LEAVE FOR YEAR

Board Appoints Gaies Acting Editor

Barry Taylor, editor of the *TESOL Quarterly*, started a one-year leave of absence from the University of Pennsylvania in July in order to accept a visiting faculty appointment in the English Department at San Francisco State University. To ensure the timely editing and publishing of the *TESOL Quarterly* during the period of personal transition, Taylor asked the TESOL executive board for a one-year leave of absence from the editorship of the *Quarterly* and that request was granted.

The TESOL executive board then approved the appointment of Stephen J. Gaies, associate professor of English at the University of Northern Iowa, to serve as acting editor. The board is confident that Gaies will serve TESOL and the *Quarterly* well—professionally, expertly, and responsively. His experiences as a teacher, a researcher, a writer, and a lecturer, in addition to his previous *Quarterly* experiences as a member of its editorial advisory board and as an author, make him a highly appropriate choice. Best wishes and appreciation are extended to Steve Gaies for agreeing to assume this important role in TESOL.

Gaies began his editorship in July and he is responsible for editing the *Quarterly* starting with the December 1984 issue. Therefore, effective immediately, all manuscripts for full-length articles and for **The Forum** should be sent directly to Gaies at the following address:

Stephen J. Gaies
Department of English
University of Northern Iowa
Cedar Falls, Iowa 50614, U.S.A.

Contributions to **Brief Reports and Summaries** and to **Reviews** should continue to be sent directly to the editors of those sections, Ann Fathman and Vivian Zamel, respectively.

—**The Board**

TESOL'85

APPLIED LINGUISTICS AND RESEARCH INTEREST SECTIONS PLAN JOINT RAP SESSION

As teachers of ESL/EFL, we are aware that language does not exist in a vacuum. Communication and learning are crucially influenced by the social context in which they are embedded and by the feelings, attitudes, and beliefs of speakers and hearers. The Applied Linguistics and Research Interest Sections are planning a joint rap session for TESOL '85 in New York to explore the psycho-social variables which affect language acquisition and use from theoretical and practical perspectives. What do factors such as language choice, attitudes, and motivation mean for ESL researchers, teachers, and materials designers? We are soliciting your specific questions and interests in this regard.

Please send comments on the issues or questions you would like discussed to: **Miriam Eisenstein**, New York University TESOL Program, Washington Square, 829 Shimkin Hall, New York, N.Y. 10003, U.S.A., or **Kathleen Flynn**, American Language Institute, University of Southern California, JEF, Los Angeles, California 90007, U.S.A.

HIGHER EDUCATION INTEREST SECTION CALL FOR RAP SESSIONS

The ESL in Higher Education Interest Section invites the submission of abstracts for the section's RAP sessions at the TESOL convention in New York City from April 9-14, 1985. RAP sessions are *informal* presentations, including panel discussions, that are open to audience participation.

Those interested in applying for the sessions send four copies of a two-hundred word abstract typed double-spaced on 8½ x 11 paper. On a separate sheet, provide the complete name, mailing address, telephone number and a thirty-word biodata statement for each proposed presenter. Special audiovisual equipment requirements and audience size limitations should also be indicated. Abstracts and supporting details should be sent by ***September 10*** to: **Carole Shaffer-Koros**, ESL Coordinator, Kean College of New Jersey, Union, New Jersey 07083. Telephone: (201) 527-3019.

1985 TESOL CONVENTION IN NEW YORK CITY

A Reminder!

Abstracts for TESOL '85 are due September 10th.

See the April *TN* for a copy of the call for papers or write: TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

SEPTEMBER
1984

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	⑩	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

Circle the date!

UNCONVENTIONAL CONVENTION SOLUTION

By an unhappy mischance, the 1985 TESOL Convention in New York City , originally scheduled to have been held in March, has had to be postponed—and the only time when hotel accommodation is available is from 9 April, the same date on which the IATEFL Conference begins in Brighton.

Most members of each organization go to just the one event. But a few, including some eminent names in TESOL and in IATEFL, normally attend both conferences. The IATEFL Committee and the TESOL Executive Board have looked at ways of making it possible for members to attend, if they wish, half of each conference.

By going first to IATEFL, members arriving by the evening of 8 April can attend the first two days; then on the morning of 11 April we hope to be able to arrange a flight from Gatwick Airport (30 minutes away from Brighton) to Newark Airport, arriving around midday. These hardy travellers should be able to attend the afternoon and evening sessions at TESOL on the 11th, as well as the whole of the proceedings on July 12 and 13. (There is five hours' difference in time, which most people find not unbearable in terms of jet-lag.)

To make this arrangement effective it is important that members who wish to present a paper at one or both meetings inform the program organizers of both conferences of their intentions. Proposals for TESOL must be submitted by September 10, 1984. Those for IATEFL will be due in January 1985. There will be further information at a later date about registration, accommodation and travel arrangements.

So if you had originally hoped to attend both TESOL and IATEFL, don't give up and cut out one of them. Come to both: IATEFL first, April 9-11; then TESOL, April 11-13. And bring a friend!

Write to: Gil Strutridge, Program Chair, IATEFL '85, 87 Bennell's Avenue, Tankerton, Whitstable, Kent CT5 2HR, England.

TESOL'85 NEW YORK

19th ANNUAL CONVENTION 9-14 APRIL 1985 NEW YORK HILTON HOTEL

THE STANDARD BEARER

Edited by **Carol J. Kreidler**
Georgetown University

FOREWARNED IS FOREARMED

by **Karen S. Milton**
(with help from her friends)
Alexandria, Virginia, Public Schools

Mythology?

ESOL instructors and administrators don't need to be told of the primary advantages of overseas employment. Opportunities for responsibility and autonomy, and certainly pecuniary rewards attract many. Unfortunately, a mythology has developed and been encouraged. It exaggerates the attractiveness of overseas assignments and tends to blind the prospective employee. "I was misinformed," a fellow former expatriate complains. Employers count on the vocational folklore in recruiting individuals to commit two years or more of their lives. If you are thinking of working overseas, you should gather all possible information and analyze it carefully.

Where Are the Jobs?

Another repatriated ex-colleague divides overseas ESOL work into three separate and unequal parts. First, you can work for a government, either yours or theirs; second, you can work for a foreign educational institution; third, you can work for a multinational corporation.

In general the governments offer straightforward details. Before dealing with a foreign government or educational institution, take time to learn about the country in question. My friend, a Fulbright alumnus, warns, "In third world countries, you had better be young, adventurous, healthy or have supplemental income."

A Review of Overseas Jobs Literature

Literature on these areas abounds. Below are reviews of some publications that typify the field.

The Global Press, 2239 East Colfax Avenue, Suite 202, Denver, Colorado 80205, publishes *Jobs in Japan*, which is more an impressionistic than a concrete job bulletin. It does include a directory of some 675 private schools in Japan and suggests specific non-teaching job possibilities as well. It offers travel log type information, which in itself might be worth the publisher's discounted price of $8.95 (including postage and handling).

Living Abroad, 201 East 36th Street, New York, NY 10016 is not the same deal. For $60 a year, your mailbox is filled with a monthly of the same name, *For and By the World's Expatriate Population*. Photo contests (with cash prizes!), reviews of books and other publications, and general news tidbits attempt to keep U.S. citizens abroad up to date. For your time and money, you can do better elsewhere.

Breakthrough Communications, 8716 Plymouth Street, Silver Spring, Maryland 20902 has a booklet written by the publisher, Ken Heller. *How To Find Work Abroad Teaching English As A Foreign Language* concentrates on the job situation as seen by an inexperienced TESOLer from the U.S.A. going to Europe. In return for $4 you get 16 pages of common sense suggestions (e.g., what bulletin boards to use for advertising, where to offer classes), plus a listing of other publications dealing with employment abroad.

Closer to the home front, TESOL's own Teaching English Abroad Interest Section gave many of these same addresses in "Choosing an Overseas Job" by Robert Mullings and Emmett McKowen, printed in their newsletter, Vol. 4, No. 3, December 1983. The "Checklist for Expatriate Employment Agreements" considers a few suggestions often echoed by those in the know. December 1983 also found "Californians Abroad," by Joy Durighello, printed in the *CATESOL News*. We are reminded not to ignore the affective domains in such a life-changing proposal as moving to another country.

Trainex, P.O. Box 116, Garden Grove, California 92642, sends a "Job Opportunities Bulletin" which is exactly that. It lists jobs, describes them briefly and gives requirements for job applicants. The particular bulletin I saw listed only employment opportunities with Saudi Medical Services.

Voices of Experience

Trainex offers work in the third and most remunerative class of ESOL overseas work. Says a survivor of three contracts in this category:

> The employer is in it for the money. He is located mostly in petroleum exporting countries, certainly in rapidly industrializing ones. He can be a sub-contractor to a multinational construction company. . . . In contracting to build hospitals, factories, pipelines, ports, airports, irrigation projects, power plants and so on, international construction companies frequently include training for the "host country" workforce as part of their package. The upper echelons are sent to the U.S.A. for their training, but the remainder are trained in country. This is where you come in. Most of the training will be done in English, and it is usually necessary to teach the trainees English first. *It is to the advantage of the ESL teacher that the trainers be experienced technicians commanding high wages, because their wages serve to bring up the wage level for the ESL group.*" (Emphasis added.)

After four years of service experience in this class, my old office buddy counsels a hard look at the contract offered and specific questions dealing with salary and vacation, support services, and "miscellaneous."

Salary and Vacation. Be sure to find out the proportion of hard currency to local currency included in your proposed salary. If the local currency is soft, what are the currency restrictions of the country? Get specifics on insurance. Is overtime available? Is there a "cost of living" supplement for those who do not reside on a compound? Vacation is not simply a matter of number of days, but the permitted distribution of these days over the contract. In other words, do all the vacation days have to be taken during Ramadan? Can they be combined with local holidays or week-ends? What are the local week-ends: Saturday and Sunday, Friday and Saturday, just Friday? Some companies allow "compassionate leave" when there has been a death or serious illness in the family. To which members of the family might this apply? How frequently can it be used? Does the employee continue to accrue salary, does this become leave without pay or do you make it up at the end of the contract? Who pays for the emergency ticket home? Often a ticket, or its cash value, is authorized for contractual vacation. Find out what your options are, certainly what destination is used to calculate the value. If you plan to go on family status, how will the vacation policy apply to your dependants? Your spouse might be interested in potential job opportunities. Your prospective employer should have some information to provide.

Support Services. The visa services offered by your employer will affect your vacation. If your exit visa doesn't come through you might have to spend your vacation differently than intended. If you go on single status, for your own peace of mind, you might want details about laundry and house cleaning. Inquire about the number of personnel required to share the bathroom facilities. Is cooking allowed in the room? Are there provisions for a refrigerator? The quality of life on a compound often depends on the recreational and messing facilities available. Vegetarians, beware!

Miscellaneous. Uniforms may be required for work. When they are, they are provided in standard sizes. Inquire about tailoring. The number of teaching hours might bear little relation to the number of hours of actual presence required "at site." Be sure you are told how far the work site is from your living area, and what transportation arrangements have been made to take care of the eventual commuting and visits to "town." Shipping allowances should be stipulated in the contract. It never hurts to find out what your chances of advancement in the company might be.

On the Job

An agreement to provide services is not engraved in stone. Any changes in quantity or type of work call for a revision of the contract, which will not occur unless the employee insists. No matter what the situation, a little solidarity with colleagues will go further than even the ideal contract. A returned Peace Corp Volunteer recently reminded me how life speeds up while abroad. Both of us find friends easier to make there. Short-term satisfaction is diminished by petty jealousies, and in the long term your fellow employees will be an invaluable source of first-hand accounts of other overseas teaching situations. As another TESOLer once wrote me, "In short order you will become an expert and can write the primer on the subject."

About the author: Karen Milton is presently an ESL teacher in two elementary schools in Alexandria, Virginia. She has taught EFL in France, England, the Ivory Coast, Algeria and Ecuador.

COMING IN OCTOBER *TN*

"Part-Time Issues: An Initial Inquiry: Part II" (on part-time teachers in ESL) by Linda Tobash will appear in the October *TN*.

Articles and letters related to employment issues and professional standards should be addressed to Carol J. Kreidler, Editor, *Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

USING NATIVE POP MUSIC TO ENHANCE THE WRITING PROCESS

by Jill Van Cleve
San Diego, California

This article describes an activity done in a low-intermediate* English for academic purposes composition class, which attempted to combine the high-priority academic writing skill of comparing and contrasting with subject matter known to be of high interest in students' personal and social lives—the pop music of their native countries. Prior to the culminating activity, students had had previous guided practice in using comparatives and superlatives of both adjectives and adverbs, and were comfortable with such key lexical items as *to differ, to be different from, a difference*; *a similarity* and *to be similar to*; *like* and *unlike*; *as* + adjective + *as*. They had also worked with common rhetorical signals: *on one hand, on the other hand, likewise, in contrast, although*. The actual composition process extended over five 50-minute class periods and comprised six steps: 1) presentation of the assignment and its goals; 2) listening to the pop music to be compared and contrasted; 3) development of the analytic and linguistic skills necessary for writing about music; 4) "gridding" the results of listening and discussion for use in writing; 5) writing the pencilled first draft from grid comments and notes; and 6) revision of the corrected first draft.

"Writing About Music" began on a Monday. However, on the preceding Friday students had been introduced to the project and had been asked about the availability of cassettes of music from their own countries. A show of hands revealed that we would be working with music of six different countries and languages: Arabic, Cantonese, Indonesian, Japanese, Mandarin, and Mexican (mariachi). In buzz groups students had decided who would bring cassettes and which single song from each would be played as representative.

On Monday the assignment began in earnest when the cassette player was plugged in and the first cassette called for. The Indonesian students, flushed and giggling with embarrassed pride, were the first volunteers. Although the rest of us could not, of course, understand the lyrics, the song itself was captivating.

"Play it again. Please, play it again," students cajoled.

Promising to do so later, I asked for comments upon the music. Predictably, comments were enthusiastic but limited:

"It was nice."

"I liked it."

"I didn't understand the words."

The goal at this point was to let students' own short responses and long silences make the first point: although they claimed to *l-o-v-e* music and wanted to write about it, they lacked the linguistic and analytic skills to either talk or write about it.

As first responses trickled off into awkward silence the Indonesian song was played again while I put on the blackboard the grid which would structure both further comments and final compositions. Across the top were our six music types: Arabic, Cantonese, Indonesian, Japanese, Mandarin, Mexican. Down the left side were the musical elements to be considered:

- Type of music: vocal/instrumental
- Instruments: one/a few/many
- Tempo: fast/slow
- Mood: happy/sad/other
- Purpose: dancing/listening

This grid proved to be not only a vehicle for analysis and description of musical elements and a guide to composition, but also a tool for vocabulary building. When it was finished, we went over it together discussing areas of analysis and clarifying terminology. While so doing students either volunteered or requested such words as *solo, lyrics, ballad, refrain, chorus, orchestra, accompaniment*, and *background*. As more music was heard and considered, this list expanded to include an ever-wider collection of increasingly sophisticated musical terms.

Having finished the introduction to the grid and developed some facility with its language, we returned to the Indonesian music. This time as the tape played, an Indonesian student explained the lyrics. Newly armed with categories for musical analysis, a vocabulary for music, and an understanding of the lyrics, students attempted to analyze the song orally.

"What kind of music is this—vocal or instrumental?"

"It's both."

"What does that mean, 'It's both.'?"

"It is one vocal—it's a vocal solo—with orchestra accompaniment."

"What else can you tell me about it?" I pointed to *tempo, rhythm*, and *purpose*.

"The tempo is slow and the rhythm is regular. It's good music for dancing."

"What kind of dancing?"

"Slow dancing."

"Romantic dancing."

As tentative observation solidified into decisive description, comments made about each musical category on the grid were entered in the column under Indonesian. These brief but concise characterizations produced by the students themselves would form the kernels of sentences later used in composition writing.

Each new song generated a new area of interest and linguistic expansion. The song in Cantonese, for example, was explained as being an old woman's reminiscences on the beauty of the Shanghai she had known as a girl. Dictionary pages rustled as students searched for the best adjective to capture this delicate mood: *wistful, haunting, nostalgic, plaintive, reflective, reminiscent*. Since the words offered had been found in response to the actual experience of the Cantonese music, I felt that students had grasped well the emotional subtleties implied by each word suggested, and added them to the growing list on the board.

Other music led to lexical expansion in other areas. The mariachi music of Mexico and that of Saudi Arabia, for instance, generated much interest in the vocabulary of rhythm. Here we discovered, began to use, and listed on the board *pause, beat, bar, syncopate/syncopation*.

It took two class periods to play the six songs, find the vocabulary needed to discuss them, and formulate the descriptive kernels entered on the grid. By this point the students were comfortable using the new vocabulary to describe each song individually; we then began to explore differences and similarities.

Singling out *tempo* on the grid and pointing to the phrases entered under Arabic and Mexican, I asked, "What can you tell me about the tempos of these two songs?"

"They're both fast."

"They both are fast, but they are different. The . . . pauses . . . are different."

As before, early responses were broad but became more precise and more elaborate with probing and coaxing.

"The tempo of the Arabic music is similar to the tempo of the mariachi music."

"Although both Arabic and Mexican music have fast tempos, their beats are different."

"The Arabic music is syncopated, but the Mexican music is not."

"What about Japanese and Mandarin popular songs?"

"They are both good for listening or dancing."

"The Japanese and Mandarin songs are alike because both are good for dancing or just listening."

"What are some differences between mariachi music and Japanese pop music?"

"The Japanese song we heard had a slow rhythm and was good for dancing. On the other hand, the mariachi music is not good for dancing because it is too fast."

"Can I say this—'Japanese and Mexican songs have only one similarity—that they are about love.'?"

This phase of the activity had two goals. The first was to guide students in seeing some of the relationships they could use in writing their essays. The second was to catch significant linguistic misconceptions orally, before they became part of these essays. Particularly troublesome at this point were parts of speech, with students generating errors of this type:

"Mexican music is tempo-er than Japanese music."

Continued on page 6

---

* Based on composite Michigan Test scores 55-65.

TESOL'85 NEW YORK

19th ANNUAL CONVENTION 9-14 APRIL 1985 NEW YORK HILTON HOTEL

USING POP MUSIC

Continued from page 5

"Indonesian music is romance mood."

"On the other hand, the Indonesian song is refrained."

Such travesties of usage were rephrased orally and in blackboard notes but no drills or other remediation were undertaken; polishing and honing would come later. We did review the vocabulary list, however, emphasizing the part of speech of each new item and giving examples of correct usage before leaving this step of "Writing About Music."

Students actually initiated the next phase of the composition process themselves: in trying to express more comprehensive relationships in more complex structures they had taken up pencils and begun jotting on book covers or in the margins of their papers the sentences to be corrected or confirmed. A student would scrutinize the grid, scribble, then wave a hand.

"How about, 'The Indonesian, Mandarin, and Japanese songs all have slow, regular tempos; therefore, all three are good for dancing.'?"

"All six songs have one similarity: they are all vocals with instrumental accompaniment."

It seemed time to begin writing.

The first step of the workshop-style writing phase was the selection of songs to be compared/contrasted, and the formulation of brief notes stating the central set of ideas and relationships to be developed. When these notes, done in pencil, were finished I checked them to be sure students understood the assignment fully and had an approach to it which would hold up when expanded into a true essay.

After I had okayed the notes, each student could begin writing. Throughout the workshop students were encouraged to refer to the vocabulary lists and grid comments still on the blackboard. Primary concerns in this first draft were structural: clear paragraph structure, correct sentence structure, appropriate use of the lexical and rhetorical devices which would signal differences and similarities in the music under consideration. The Indonesian cassette, a class favorite, played in the background as students worked at their own pace on the songs of their choice.

When these first pencil drafts had been finished, submitted, marked, and returned, students had a final writing hour, again a workshop. Any structural order disorders found—and there were encouragingly few—were of course to be corrected, but we now focused sharply on elements of expression: word choice and order, part of speech and word form, fluency and idiomatic construction. The honing and polishing treated only briefly in earlier oral work was now important. Guided by both the original blackboard notes and the correction comments on the pencil draft of their essays, students now wrote their final, revised compositions, working in ink for the first time. Music again played in the background, students worked alone or in small groups, and I peered over shoulders watching final essays taking shape. By the end of this last class period my desk held thirteen compositions demonstrating my students' ability to write essays which compared and contrasted the pop music of our various cultures.

While it is neither feasible nor desirable that the subject material of the English for Academic Purposes classroom always be drawn from the "outside lives" and personal interests of young students, conversely, it is no more desirable that EAP students always work with subject matter from the adult and intellectual concerns of the university world for which they are preparing themselves. The incorporation of authentic materials from the realms of spontaneous interest to youthful students can capitalize upon EAP students' desire to express themselves among English-speaking peers upon subjects of interest to young people around the globe. The inclusion of such youth-culture subjects in EAP classrooms, in addition to providing a fresh source of motivation, may even in time lead students to perceive what their language teachers already know: any language is truly a single and unified system, any ostensible dichotomy between "academic" language and "personal" language is at heart a false dichotomy.

About the author: Over the past thirteen years Jill Van Cleve has taught ESL/EFL in Turkey, Iran, Afghanistan, Thailand, Laos, Cambodia, Hong Kong, the Sultanate of Oman and Saudi Arabia. However, as a consequence of her experience in Saudi Arabia, she is no longer able to teach and is currently a proofreader for a publishing house.

SPANISH TODAY CALL FOR PAPERS

Spanish Today Magazine is seeking young Hispanic professors and writers to submit papers for publication on current issues pertaining to Hispanics in the United States: education, immigration, national politics, international relations, foreign policy, arts, new books, language use, Hispanic personalities, etc. Articles should be written in English and follow a journalistic style. Maximum length is four typewritten pages, double-spaced. *Spanish Today* will also consider for publication literary contributions written in Spanish, such as short stories, poetry, personal accounts, etc. For a style sheet and payment information, write: Andres Rivero, Editor-in-Chief, *Spanish Today*, P.O. Box 909, Miami, Florida 33265, U.S.A.

Oxford
Student's
Dictionary of
English

OXFORD STUDENT'S DICTIONARY OF AMERICAN ENGLISH

A.S. Hornby

"We chose Oxford's because the definitions are easier and clearer for our students—and they don't sacrifice accuracy. We also like the fact that many entries are used in understandable sentences. It's as simple as that!"

Michael Lanzano
Academic Coordinator
English Language Institute
Manhattanville College

- aimed at the intermediate-level student
- over 35,000 words and phrases
- over 140 illustrations—both drawings and photographs
- up-to-date American idioms and slang
- American spellings and pronunciation
- comprehensive information on American grammar and usage

OXFORD UNIVERSITY PRESS
English Language Teaching Department • 200 Madison Avenue, New York, N.Y. 10016

AFFILIATE/INTEREST SECTION NEWS

CALENDAR OF FORTHCOMING TESOL MEETINGS

1984	
September 22	INTESOL, Bloomington, Indiana
September 22	LOSBESOL Mini-Conference, Lancaster, Pennsylvania
September 28-29	Kentucky TESOL with KCTFL, Louisville, Kentucky
October 12-13	WATESOL, Alexandria, Virginia
October 12-13	Georgia TESOL, Georgia State University, Atlanta, Georgia
October 12-13	TEXTESOL V, Dallas, Texas
October 12-15	ASOCOPI, Cartagena, Colombia
October 18-20	4th Midwest Regional TESOL Conference, Cincinnati, Ohio
October 19-20	Intermountain TESOL, Salt Lake City, Utah
October 19-21	NYS TESOL, Tarrytown, New York
November 2-3	TEXTESOL State Convention, San Antonio, Texas
November 2-3	Northern New England TESOL, Bethlehem, New Hampshire
November 3	CATESOL San Diego Regional, Palomar College, San Diego, California
November 3	CATESOL Bay Area Regional, San Francisco State, San Francisco, California
November 3	LOSBESOL Mini-Conference, Lancaster, Pennsylvania
November 10	MITESOL, Detroit, Michigan
November 10	BATESOL, Essex Community College, Maryland
November 16-17	WAESOL, Bellevue Community College, Seattle, Washington
November 22-24	COTESOL, Denver, Colorado
November 23-25	JALT, Tokyo, Japan
1985	
January 24-27	3rd Rocky Mountain Regional, Tucson, Arizona
January 26	ORTESOL Mini-Conference, Beaverton, Oregon
March 16-17	3rd Annual TESOL France, Ecole Centrale de Paris
April 9-14	TESOL '85, New York City
June 24-August	TESOL/LSA Summer Institute, Georgetown University, Washington, D.C.
July 12-13	TESOL Summer Meeting, Georgetown University, Washington, D.C.
October 15-17	5th Midwest Regional, Wisconsin

Please write to the page editor if you wish more information on any of the meetings: Mary Ann Christison, Snow College, Ephraim, Utah 84627.

YORKEY KEYNOTES NNETESOL SPRING MEETING AT NEW HAMPSHIRE COLLEGE

Northern New England TESOL (Maine, New Hampshire, Vermont) held its spring conference at New Hampshire College, Manchester on April 14, 1984. Over 75 people attended. The keynote speaker was **Richard Yorkey** of St. Michael's College, Winooski, Vermont. Workshops were given by **Carolyn Duffey** and **Janet Royer**, St. Michael's; **Deryn Verity**, University of Vermont; and **Patrick Moran** and **Jacqueline Blencowe**, School for International Training in Brattleboro, Vermont. The annual recognition award for outstanding service to the profession was presented to **Thomas Sousa**, an ESL Consultant to the New Hampshire State Department of Education. Dr. Sousa has offered tireless support for ESL teachers and tutors throughout the region and was one of the founding members of NNETESOL. The award was presented by President **Mark Ankarberg** of Nashua, New Hampshire.

Jane Grover
NNETESOL Executive Board

Edited by Mary Ann Christison
Snow College

SESD—What's in a Name?

by Lise Winer
Southern Illinois University

> What's in a name? That which we call a rose
> By any other name would smell as sweet.
> Shakespeare, *Romeo and Juliet*, II, ii: 43

Perhaps a rose called "purple stinkweed" would indeed have a lovely fragrance, but would people get close enough to recognize that? Would people spend money cultivating fragrant roses when most of the more spectacular hybrid roses have no perfume?

In the past two decades, largely through the efforts of artists, writers, popular political activists, progressive educators and sociolinguists, we have seen the virtual disappearance of the term "substandard" to describe language varieties. While "bad" and "broken" are still used to describe English-related dialects and creoles, there has nonetheless been an increasing tendency whereby "bad English" becomes "dialect" and "broken English" becomes "vernacular" or "X English."

What is the real difference between a dialect and a language? All the definitions—geographical isolation, distinctive features—boil down to the classic one: a language is a dialect with an army and a navy. Regardless of historical and linguistic research, the bottom line on language identification is still power, which is why Europe has languages, and Africa usually still has dialects. Given this reality, any term, no matter how neutral at first, can begin to connote inferiority. However, not all non-standard Englishes are associated with low status, as attested by the growing body of literature in English from Asia, Africa, the Caribbean and elsewhere, and by the local and international respect shown to work such as the Scots translations of the New Testament.

But there are linguistic differences between similar language varieties, even though few people may agree on the nature or significance of these differences. A strong case has been made for considering many varieties (dialects?) of Caribbean English Creole, for example, to be a separate language from English, despite great superficial overlap with English vocabulary, because of basic and profound differences in the verbal/syntactic system. On the other hand, there are varieties of standard Caribbean English which are certainly internationally acceptable.

What differences would it make if we called Jamaican vernacular "Jamaican English," "Jamaican English Creole," "Jamaican Creole," or just "Jamaican"? The first considerations are psychological. Given that it is psychologically

Continued on page 9

TESOL '85 NEW YORK TESOL

19th ANNUAL CONVENTION 9-14 APRIL 1985 NEW YORK HILTON HOTEL

It gets people talking.

SPECTRUM™

A Communicative Course in English

"SPECTRUM is a very fine series of books that represent a real contribution to teaching and learning ESL. The lessons are varied and interesting, the pedagogy is straightforward and sound, the illustrations are delightful, and the entire program is well coordinated."

The Modern Language Journal, 67
Summer 1983

"I have been teaching ESL for a total of eleven years. Rarely is a series as interesting and thorough as SPECTRUM."

Judith A. Meyer
ESL Chairperson
Lincoln Junior High School
El Paso, Texas

"Everyone who has used SPECTRUM has nothing but praise for it because of the progress students are making."

Maryann O'Brien
The Language & Culture Center
University of Houston

For complete information about SPECTRUM, call toll-free

800/822-8202 (In New York State call (212) 889-2780.).

Or mail this coupon to:
Christopher M. Foley
Regents Publishing Company, Inc.
Two Park Avenue, New York, N.Y.
10016

- ☐ Please send me your free full-color, 16-page SPECTRUM Presentation Guide.
- ☐ Please send me your complete catalog.

Name (Please Print)

Address

City

State Zip Code

REGENTS PUBLISHING COMPANY, INC. TWO PARK AVE. NEW YORK, N.Y. 10016

THE ESL SPECIALISTS

AFFILIATE/IS NEWS

Continued from page 7

NEW MEXICO TESOL ELECTS NEW OFFICERS

New Mexico TESOL is pleased to announce the new executive committee for 1984-85: **Dean Brodkey**, president; **Bruce Parker**, vice president; **Susan Stratton**, secretary; **Ann Mae Hargrove**, treasurer; **Robert White** and **Shaw Nicholas Gynan**, members-at-large. *New Mexico TESOL Newsletter* editor is **Barbara Encinas**. These members were elected at the spring meeting in Albuquerque on April 7th at the Van Buren Middle School. The spring '84 meeting was the largest yet with approximately 100 people attending the morning sessions and the international food fair.

WITESOL MEMBER HONORED

Larry Bell, former president of Wisconsin TESOL, has been chosen one of two recipients of the 1983-84 Outstanding Performance Award at the University of Wisconsin-Milwaukee. The award, which carries a $1,000 stipend, will be presented to him by the Chancellor at the university's fall convocation on September 26, 1984.

Those who work daily with Larry know how deserving he is of this recognition. It is a source of pride for WITESOL to have one of our members given this honor. Congratulations, Larry!

NEW AFFILIATE NEWSLETTER EDITORS NAMED

Richard Smith of Boston, Massachusetts has been named editor of the *MATESOL Newsletter*. **Carol Ann Torsak** has been appointed *AZTESOL Newsletter* editor. She will replace **Martha Shidele**, who resigned after eight years of service. Thank you, Martha! Congratulations, Carol Ann and Richard!

MINNETESOL NAMES SCHOLARSHIP WINNER

Congratulations to **Audrae Coury**! Audrae was the recipient of the $400 MinneTESOL TSI Tuition Scholarship. This award enabled her to attend the 1984 TESOL Summer Institute at Oregon State University in Corvallis, Oregon, June 25 to August 3. This selection was made by Mark Landa, MinneTESOL president, and the associate chairs of the MinneTESOL Interest Sections. All applications were reviewed at a special meeting on April 5.

Audrae is an ESL teacher in the Roseville School District. She has taught both elementary and secondary ESL classes and is working on ESL licensing requirements.

HEIS SEEKS ASSISTANCE FROM ALL AFFILIATE PRESIDENTS!

The ESL in Higher Education Interest Section is interested in having a closer liaison with affiliate representatives of ESL in Higher Education. To that end, we are asking you to send us the name, address and telephone number of

Continued on page 10

SESD

Continued from page 7

damaging, and educationally hampering, to label a child's language as "bad" or "broken," to consider that the language you speak is a "dialect" of a powerful (colonial) language can provide a significant boost to morale. On the other hand, the word "dialect" still connotes a kind of second-class status in the popular sense.

The second considerations are pedagogic. In many cases, the regional variety is the appropriate language target. Nonetheless, a regional or international standard English is an advantage for many people in communicating with speakers from outside one's own area—whether tourists, media, for study, travel, or commerce. For obvious political reasons, more speakers of non-standard varieties wish to or have to learn standard English than the reverse. While not everyone agrees on the best ways to teach standard English to speakers of related language varieties, many have recommended highlighting the contrast in those areas which are different. If the differences are really significant, would it not make more sense to follow the linguistic line which considers Jamaican and English to be two different languages?

Finally, there are financial and legal considerations. In countries such as Jamaica, where the bulk of the schoolage population speaks some form of the vernacular, once the linguistic situation is clearly recognized and a committed approach decided upon, decisions about language policy, curriculum and teaching methods can be discussed and made on a national basis. However, in countries where a group such as Jamaicans or Black English speakers constitutes a minority—numerically, linguistically, and/or politically—and where their language is considered just a bad variety or even a dialect of English, they may fall right through the cracks of any funding or service programs. That is, monies and resources may be made available to groups which are clearly ESL learners, from Spanish-speakers to Vietnamese. But a Creole-speaking Jamaican, particularly one self-identified as an "English speaker," will be neither here nor there, neither fully considered an English speaker nor a second language learner. What is our political stance to be in such situations? Will school administrations which may have only recently recognized that special programs and teaching are necessary for ESL students be willing to recognize a special subgroup of "ESD" students?

Discussions began on plans for the first Caribbean TESOL conference—date to be announced. Participating in the first stages of planning were (left to right) Rocio Franco, DATE president; Ellen Perez, DATE member; Dr. James Alatis, TESOL executive director; Patricia Lambe, Venezuela TESOL member; and Hector Peña, Puerto Rico TESOL first vice president. The conference will involve ASOCOPI (Colombian affiliate of TESOL), DATE (Dominican Association of Teachers of English), Venezuela TESOL, and Puerto Rico TESOL.

Legal decisions affecting speakers of nonstandard Englishes are far-reaching. The Ann Arbor decision on Black English in the schools, for example, ruled that the special nature of the language learning problems of children who spoke Black English must be taken into consideration, and that their teachers must have some special training. Recent court cases in Toronto have established that Jamaican English Creole is different enough from standard or even nonstandard Canadian English that court-appointed interpreters must be made available when deemed appropriate.

This interest section of TESOL has been called "Standard English as a Second Dialect" since its inception. This interest section is specifically concerned with a wide range of languages which are popularly perceived as different or often "bad" forms of English, that is, linguistically close, but distinct enough to warrant special attention. As given in our "Statement of Purpose," our brief is both to encourage the study, maintenance, and appreciation of nonstandard Englishes and to facilitate the learning of different varieties of standard and nonstandard English.

Does "Standard English as a Second Dialect" smell as sweet as a rose? Does it give a mistaken impression of what we are about? Would it be more useful or accurate to change this name, and if so, to what? Would a name like "Standard English and English Vernaculars" be an improvement? "Standard English and Other Varieties of English?" "Standard English for Speakers of English Dialects and Creoles?"

We welcome your thoughts and comments on this issue. We are certainly not going to change the nature of these language varieties by labelling them differently, but we can affect the way linguists, educators, politicians, the public, and the speakers themselves, perceive them and act about them.

*Reprinted from the **SESD Newsletter**, Vol. 3, No. 1, May 1984.*

Continued on page 10

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

TESOL '85 NEW YORK

19th ANNUAL CONVENTION 9-14 APRIL 1985 NEW YORK HILTON HOTEL

AFFILIATE/IS NEWS

Continued from page 9

HEIS SEEKS ASSISTANCE

your affiliate's representative. If your affiliate does not have an ESL in Hi Ed interest section, please designate a representative with whom we may network. Designated representatives will be contacted regarding our goals in establishing a liaison between the international TESOL IS and the affiliate IS.

In order to keep you informed, we will send a copy of general correspondence as well as your designated representative. Please include your name, affiliate; address and telephone number along with details about your representative. Send to: Lynne McNamara, Past Chair, ESL in Hi Ed, American Language Academy, Director, 2200 Bonforte Boulevard, Pueblo, Colorado 81001.

HEIS SEEKS AN EDITOR

The **ESL in Higher Education Interest Section** is searching for a publications editor to be interviewed and selected at TESOL '85. **Responsibilities:** Overseeing all aspects of ESL Higher Ed publications (specifics to be determined at TESOL '85); working cooperatively and in close coordination with Interest Section officers. **Qualifications:** Interest and willingness to volunteer as editor; ability to attend annual international TESOL meetings and participate in IS activities. Past experience as editor of professional publication desirable. Very helpful if your institution can assist in ESL in Hi Ed publications. Please send letter of interest, editorship goals and resume by November 10, 1984, to: Lynne McNamara, Director, American Language Academy, 2200 Bonforte Boulevard, Pueblo, Colorado 81001. Telephone: (303) 549-2222.

ESL IN HIGHER EDUCATION IS PASSES ELECTION RULES

The primary goal this year was to put into effect the governing rules of our interest section (IS). These rules were passed at TESOL 1983 in Toronto by a majority vote of the IS members present at our annual business meeting. The governing rules lay out the organizational procedures for electing IS officers and committee members, for relating to international TESOL as an interest section, for conducting business at the annual TESOL meeting, and, in general, for accomplishing our goals as a professional group interested specifically in ESL in Higher Education. We saw this past year as a transition period during which all the officers and committees would bring their IS activities in line with the procedures as presented in our governing rules. Established procedures to follow facilitate our endeavors. Other interest sections are viewing our governing rules as a basis for establishing their own set of procedures which will assist in governing their ISs.

During this past year, I resigned from the chairmanship of ESL in Higher Education and was reinstated in March to conduct business meetings for our IS at TESOL. In the interim, Carolyn Shields as past chair became our acting chair and directed all business matters. She took major responsibility for the election of officers, including the call for nominations and balloting, all conducted by mail among our 1500-plus members. As associate chair, Virginia Streiff was responsible for the Higher Ed program at TESOL. This included computer workshops, the annual luncheon and speaker, the academic session, and program planning for the coming year. John Leach as assistant chair developed the rap sessions, with assistance from Carole Shaffer-Koros.

The chair for ESL in Higher Education for 1984-85 is Virginia Streiff.

Lynne McNamara
HEIS Chair 1983-84

SENTENCE COMBINING ENTHUSIASTS TO REMAIN AN OPEN GROUP

At TESOL '84, the participants in the Sentence Combining Rap Session decided to remain an open group rather than to seek official status as a TESOL Interest Section. Elected to office for 1984-85 were Kathleen Mellor of Wichita State University, chair; Susan Lang-McMonople of Yavapai College, associate chair; and Macey McKee of Western Illinois University, newsletter editor. TESOLers who would like to join or contribute to the newsletter should contact one of the officers: Kathleen Mellor, Box 14, Wichita State University, Wichita, Kansas 67208; Susan Lang-McMonople, Yavapai College, 1100 East Sheldon, Prescott, Arizona 86301; Macey McKee, WESL Institute, Western Illinois University, Macomb, Illinois 61455.

TEA WEIGHS NAME CHANGE AND NEW DIRECTIONS

Since being voted in as the Teaching English Abroad Interest Section associate chair, I find myself in the somewhat surprisingly unique position of being the first non-U.S.-based TEA officer (except liaison officers, of course) since globetrotting Lin Lougheed held the chair some years back. As such, you can expect me to lend more than just a sympathetic ear to international concerns.

The first change in TEA which people should be aware of is the more than cosmetic one of our official title. This has been of concern to a lot of people for the last few years. Jennifer DeCamp, our current chair, brought it up at the business meeting at TESOL '84 in Houston, but none of the alternatives was able to swing a majority vote. The title which received most votes, and my own choice, was Teaching English Internationally, because the change of that single last offending word reorientates the entire picture to reflect more realistically the diversity of membership of our Interest Section. Tom Robb, of the Japan Association of Language Teachers, favors the name "TEFL" instead. A final vote will be taken at our next business meeting at TESOL '85 in New York, with various arguments and ideas being presented in the forum of TEA Newsletter till then.

For TESOL '85, my own responsibility is the planning of the content of TEA-sponsored sessions. People, I *want* these meetings, rap sessions, etc. to reflect your international concerns. I have a pretty good idea from my own experience what these are, but don't trust me—convince me! I have noticed that some members don't seem to trust the value of their own ideas—or if they do, to think that these will somehow be conveyed to others without any effort on their part. All members of TEA have the power to affect the growth and direction of TEA and even TESOL, but they have to stand up and make their voices heard. As an elected representative of TEA membership, I need to hear from members individually. Don't leave it to ambiguous "theys" whom you think will speak for you. Send me a letter or card: Joseph Liebermann, 3fl, 8-35 Shinoharadai, Nada-ku, Kobe 657 Japan

ENGLISH ALFA

The complete English program that teaches students how to use the language and how the language works

Student Texts — Short, manageable lessons that balance the teaching of communication, grammar, reading, and writing skills, followed by consistent, thorough tests and reviews

Workbooks — Immediate follow-up practice for new skills in workbook exercises that parallel and extend each lesson—a resource for individual homework assignments

Teacher's Editions — Convenient resource containing motivating teaching strategies, clear lesson objectives, grammar notes, full-size student pages with answers to exercises, extra practice activities for each lesson, extra unit tests, suggested teaching schedules, and much more . . .

Cassettes — Dialogues, exercises, dictations, and listening comprehension exercises from the student texts and workbooks help students develop confidence in speaking and listening skills—one set of cassettes for each book

Placement Test — Helps the instructor decide at which level to place each student and provides information on individual strengths and weaknesses—test package includes 25 tests, 50 answer sheets, and an answer key, and an instructor's manual

Houghton Mifflin International Division
One Beacon Street, Boston, MA 02108, U.S.A.

ENGLISH ALFA

IT WORKS

Edited by Cathy Day
Eastern Michigan University

The author of this contribution to It Works states that she has found this game "to be a challenging and original way of practicing a variety of language functions" and that it has been used with adult ESL students and would probably be appropriate for high school students as well.

C. Day

HOW WELL DO YOU KNOW EACH OTHER?

by Nancy Rennau Tumposky
State University of New York at Albany

The following is a game which can be adapted for classes at different levels by varying the worksheet which is used at the start of the game. I used the game with an intermediate class which had been studying the 2nd/unreal conditional, so the worksheet was devised with that structure in mind.

Procedure: The teacher first prepares a worksheet, such as the following:

1. I'd buy a/an ______________________ at a thrift shop, but
   I'd never buy a/an ______________________ at one.
2. I'd pay $________ for a movie, but I'd never pay $________.
   That's too much!
3. I would never ______________________________
   ______________________________, even if you offered
   me a million dollars.
4. If I came to school one evening and found that the class had been cancelled,
   I'd probably ______________________________
   ______________________________.

NOTE: Please do not write your name in the space below. Instead, write something (such as a number, a symbol, a word, etc.) which will help you later to identify this paper as yours.

____

The teacher hands out one worksheet to each student. (Optional: The teacher can go over the questions to clarify any possible difficult items; this is not [illegible]st.)

The students then work on their worksheets individually, and each puts an identifying mark on the bottom when finished.

After all the students have finished, the teacher divides the class into groups of 4 students each and gives each small group a name (A,B,C,D,) or asks the group to choose a name for itself.

Only then does the teacher collect the worksheets, taking care to keep each group's pile of worksheets separate from those of the other groups. Then the teacher redistributes worksheets so that Group A, for example, receives worksheets belonging to students from Groups B, C, and D (randomly) but none of their own.

The teacher then instructs the groups what to do with the worksheets: 1-together, they must correct any errors of spelling or usage on the worksheets which were given to them, while the teacher circulates as a consultant; 2-after correcting the worksheets, they must make a guess (collectively) about who wrote each worksheet and write the guess (the student's name) at the bottom of the sheet. Finally, each group must choose one member to speak for the group.

The game so far may take about one hour, or a whole class period. With a two-hour class, this is a good point to take a break.

The class reassembles as a whole class, and each group, in turn, explains its choices/guesses and the spokesperson (the one they elected) explains why (gives justifications for the choices). This last element is a surprise, since the teacher did not warn the groups that they would have to justify their choices, but presumably, the members of the group have already "prepared" for this part of the lesson by their small group discussions which led up to the guesses. With each guess, the teacher takes the worksheet under discussion and gives it to the person who the group thinks wrote it.

After all the groups have finished reporting, and all the worksheets have been handed out, the teacher asks, "How many people got back the worksheet they wrote?" A high response number here indicates that the class members know each other well.

Finally, students track down their own worksheets (this involves walking around the class and identifying one's own symbol or mark at the bottom).

A possible follow-up activity to this game could be a description of the game itself and its different steps: this requires past tense narrative, reported speech, and purpose clauses ("we put a mark at the bottom of the page so that . . ."), among other patterns. Since the game itself is complex and has many steps, its reconstruction is a challenging task.

About the Author: Nancy Rennau Tumposky is a doctoral candidate at the State University of New York in Albany. She has taught ESL in Italy and China as well as at SUNY-Albany.

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

REGENTS SURVEY FINDS MOST ESL TEACHERS WELL EXPERIENCED

Four out of five active ESL teachers in the United States have been teaching ESL for more than five years, according to a survey just completed by Regents Publishing Company.

Nearly three quarters of the more than 1,500 ESL teachers responding to the Regents poll teach beginning-level courses. Some 17.9% teach intermediate courses and only 11.7% teach at the advanced ESL level.

Fully two thirds of ESL teachers in the U.S. either use microcomputers with their ESL classes now or intend to in the near future. More than half of the teachers who do not have access to micros now said they expect to in the near future.

Most respondents in the sample teach either elementary school children or college level students. Elementary teachers were the largest group (27.8%), but nearly one quarter (24.7%) were college or university teachers.

Additionally, one in five (19.4%) claimed to be adult basic education teachers and 17.3% teach high school. Ten percent said they were either junior high school or junior college instructors. (The respondents were allowed to choose more than one category.)

The ratio of teachers to supervisors is five to one.

Of the one third of the ESL teachers who said they had access to a computer, 76% said the available brand was an Apple II+ or Apple IIe.

In 1983, Regents formed a joint venture with the American Language Academy to develop and market computer software for teaching English as a second language. The computer that the Regents/ALA Company uses is the Apple II+ or Apple IIe. It is already being used in more than 400 ESL/EFL programs around the world.

Regents mailed 30,000 survey forms to randomly selected ESL teachers in February, 1984. Correlation of the 1,536 returns was completed in April.

TESOL '85 NEW YORK
TESOL
19th ANNUAL CONVENTION 9-14 APRIL 1985 NEW YORK HILTON HOTEL

TWO NEW IIE PUBLICATIONS PROVIDE DATA ON TRENDS IN INTERNATIONAL EDUCATION

Over the past 29 years, the number of foreign students studying in U. S. colleges and universities increased tenfold. During 1982/83 the number of Iranian students studying in the United States dropped by 25% while the number of Malaysian students jumped up by 50%.

For the educator, researcher and official whose business is to know the trends and analyze their impact, *Open Doors 1982/83* and *Profiles*, both published by the Institute of International Education, provide the total statistical picture of today's foreign student pursuing a U. S. Education.

Open Doors 1982/83

Open Doors 1982/83, the result of IIE's annual census of foreign students, includes tables presenting an overview of the foreign student population, as well as students' nationalities, academic and personal characteristics, financial support sources, and their distribution by state and type of institution. Comparative data from selected previous editions of *Open Doors* is presented dating back to 1954.

Additional sections contain information on costs of living for foreign students in the United States, the results of a survey on English language and orientation programs, and a report on U. S. college-sponsored study-abroad programs.

Profiles: The Foreign Student in the U.S.

Profiles: The Foreign Student in the U. S. contains the results of a separate, biennial survey which requested individual data on foreign students from regionally accredited institutions of higher education. *Profiles* complements *Open Doors* by providing a detailed examination of the foreign student. Correlated, individual data on country, field of study, academic level and sex are presented. This data, in combination with historical information from IIE surveys conducted since 1949, enables the reader to follow the evolution of the characteristics of students from each world region and the variations amongst students from different regions.

Open Doors 1982/83 and *Profiles* are published with grant support from the United States Information Agency.

To order either *Open Doors 1982/83* or *Profiles* send a check for $22.95 per book (includes first class postage and handling) to: Communications Division, Box OD-F, Institute of International Education, 809 United Nations Plaza, New York, NY 10017, U.S.A.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

THE TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

Looking for a series that's a step ahead of the rest?

Addison-Wesley has it! STEP AHEAD is our brand new four-level ESL/EFL course for young adults and adults. It successfully combines functional language and topics of universal interest and appeal with the strong grammar base that beginners need to feel in control of their learning.

Highlights include:

- Motivating Student Books with clearly defined, achievable goals in every lesson
- Comprehensive Teacher's Guides with concise but creative ideas to make your job easier and more rewarding
- Outstanding Cassette Tapes with unique "listening build-ups" that encourage comprehension of unfamiliar material
- Practical Workbooks with enrichment activities to reinforce every lesson
- Placement Test Package to place students at the right level with a minimum of time and effort

STEP AHEAD

STEP AHEAD

STEP AHEAD

STEP AHEAD

To learn more about STEP AHEAD, contact your local Addison-Wesley representative, or write:

Addison-Wesley Publishing Co.
World Language Division
Reading, MA 01867

LETTERS

PRACTICE TEACHING AND TUTORING: A READER'S REACTIONS TO NAGUIB GREIS' ARTICLE

June 1, 1984

To the Editor:

"Practice Teaching as an Integrated Process" (*TN*, April 1984) is an interesting article, but in one respect worrying. I applaud the notion of including tutoring as one major element in practice teaching along with observation and classroom practice. But I am afraid that, in the interest of integration, the particular characteristics of tutoring have been slighted. Tutoring seems to be seen as a limited form of classroom teaching, less anxiety-provoking because limited to one or two students. As the author himself states, "In a sense, tutoring is a preteaching activity to be distinguished from teaching in degree rather than kind."

The comments from the students involved in the program do not support this statement. One student, for instance, comments that the tutoring sessions showed "the great amount of flexibility needed to meet the unexpected . . . My lesson plans were not always used and my tutees came to me with specific problems they had encountered that week." This comment sums up the qualities a good tutor needs: flexibility, an openness to the student, a willingness to discard the planned lesson and respond to the student's personal needs and desires and strategies for learning. It is probably a good idea for a tutor, particularly an inexperienced tutor, to make a lesson plan; but any session in which the lesson plan as a whole is used is a session partly wasted.

It is probably a good idea to begin an inexperienced teacher with tutoring; it is considerably less anxiety-provoking. But it is not necessarily easier. Nor is it miniature classroom teaching; it does differ in kind. A good tutor is not necessarily a good classroom teacher, nor is a good classroom teacher a good tutor. And since one duty these students will be very likely to have when they go out as ESL teachers is to teach volunteers to tutor ESL students, this misunderstanding of tutoring is likely to be perpetuated. A good program for teacher preparation needs to point out the special features of tutoring as well as those it shares with other forms of teaching.

James F. Doubleday
Rio Grande College and
Community College
Rio Grande, Ohio 45674

GREIS CLARIFIES THE TUTORING EXPERIENCE

June 14, 1984

To the Editor:

In response to Professor Doubleday's letter regarding my article on Practice Teaching, I would like to make the following statement:

While appreciating the distinctions made between tutoring and classroom teaching, I think the idea of my article is partly to emphasize the valuable insights gained through tutoring in the context of practice teaching. Tutoring is not discussed as a separate activity, but as one that is carefully structured and closely coordinated with classroom observation and teaching. To refer to the trainee's comments without giving the full quotation is rather misleading. This is how the trainee describes the tutoring experience:

> The tutoring sessions were an interesting experience, showing me the great amount of flexibility needed to meet the unexpected while teaching. My lesson plans were not always used and my tutees came to me with specific problems they had encountered that week . . . Each student has specific needs and is at a different level. Tutoring a group of four was a very interesting experience — somewhere between tutoring and teaching . . . The closer link with their teacher was helpful, too; very much to the students' advantage.

In this type of tutoring, the trainee understands that flexibility and accommodating the students' needs are not incompatible with careful lesson planning.

Naguib Greis
Portland State University
Portland, Oregon 97207

TV'S CHUNG OFFERS "TALKER'S BLOCK" SOLUTION

May 20, 1984

To the Editor:

This morning's *Family Weekly* magazine in my Sunday paper contained a quick lesson on communicative strategies which might be encouraging to our ESL students. Asked if she ever gets "talker's block," anchorwoman Connie Chung said she does only when she's tired, but she went on to mention pronunciation problems, saying: "Two words that get me tongue-tied are 'rural' (why can't I pronounce it?) and 'particularly.' I try to avoid that one and say 'especially' instead." ("Ask Them Yourself," *Family Weekly*, May 20, 1984, p. 2)

Chung's comments are, first of all, proof that pronunciation problems need not dash students' hopes for achieving communication and building careers in English! Secondly, she offers here a common-sense solution to problems with certain words or sounds: choosing synonyms or finding

Continued on page 15

PROMOTION OF *U.S. ENGLISH* PROMPTS AN EFL TEACHER TO WRITE AN INDIGNANT RESPONSE

April 19, 1984

To the Editor:

Enclosed is a copy of a letter that I have sent to Senator Hayakawa and that I wished to share with you. Hayakawa's promotional letter was sent to us here at the Center for Academic Assistance along with a questionnaire, a copy of an article and a copy of responses to that article.

As a TESOL member, I am hoping that you will be able to encourage other readers to respond to the proposals put forth by Hayakawa's organization, *U.S. English*. TESOL members wishing for information might be interested in writing directly to *U.S. English*. Please feel free to publish part or all of my own letter to Hayakawa and this letter to you. I would be more than happy to help you bring this important political issue to the attention of your readers, especially considering how uniquely effective EFL/ESL teachers could be in evaluating the aims of *U.S. English*.

Elizabeth Loudon
Center for Academic Assistance
Smith College
Northampton, Massachusetts 01063

LOUDON'S LETTER TO SENATOR HAYAKAWA FOLLOWS

April 14, 1984

Senator S. I. Hayakawa
U. S. English
P.O.Box 14181
Washington, D.C. 20044

Dear Senator Hayakawa:

As the sole teacher of English to non-native speakers at Smith College here in Northampton, I feel both qualified and compelled to respond to your letter promoting *U.S. English* as an organization whose main aim will be to "restore English to its rightful place as the language of *all* Americans."

In your letter, you refer to a "crisis" towards which we are "heading." This crisis remains ill-defined, although the following sentence would imply that it is the "putting of foreign languages in competition with our own." The use of the word "competition" is in itself curious: it implies that languages are marketable products whose speakers are consumers—surely an unverifiable assumption. Moreover, words such as "heading" and "embarked" would imply that the United States is drawing progressively closer to some linguistically catastrophic state of affairs, yet you offer no evidence that any current situation might be exacerbated in the future. Indeed, that the current use of any instruction in languages other than English constitutes a crisis is by no means apparent, to me at least. It no more follows that the United States is divided, in any

Continued on page 14

TESOL '85 NEW YORK

19th ANNUAL CONVENTION 9-14 APRIL 1985 NEW YORK HILTON HOTEL

LOUDON'S LETTER

Continued from page 13

harmful way, by the fact that its inhabitants speak many different languages, than it follows it is divided by the fact that its inhabitants are of two different genders or countless different colors.

Furthermore, it is not clear to me that "English has long been the main unifying force of the American people." Many Americans speak English—but many do not; the majority of the country's legal and political documents are written in English; yet it would be hard to demonstrate that English thereby constitutes a unifying force. Even if one were able to define United States history as the history of a unified people, any number of reasons could be advanced besides the use of English as principal causes for this unification—including, perhaps, the American determination that this country should be a free home for all its citizens, regardless of their ethnic identity or first language.

You betray another peculiar assumption about American history when you assert that we must "restore English to its rightful place as the language of *all* Americans." The word "restore" suggests that English has somehow been usurped from a position of erstwhile superiority. Again, you are assuming that languages, like marketable products, can and should enjoy supremacy at each other's expense, and assuming too that there is something inherently "rightful" about English—a highly subjective notion at best, especially considering the Hispanic and French roles in the settling of the Americas. And finally, in the last paragraph of your letter, you skillfully appropriate a religious connotation for your political crusade by asking that we give our children "the blessings of a common language." To use your own terminology, I for one would much rather give my children the "blessings" of living in a pluralistic society. Only thus can they be spared the spiritually stultifying effects of the narrow-minded chauvinism that remains a constant threat to democratic freedom.

Aside from my concern with your use of English, Senator Hayakawa, I am left with a practical anxiety. As an experienced teacher of English to non-native speakers, I can assure you that there are some people who, although they be *bona fide* American citizens and the most willing students in the world, remain intellectually or emotionally incapable of learning English. Our best efforts as teachers cannot always prevail against this inability. And yet you wish to "restore the English-only ballot." Are my students who never managed to learn English not to vote? You also wish to "limit bilingual education to a transitional role." What then will happen to those children who cannot learn English? Are they to be denied an education as well as disenfranchised when they are adults?

Of course, as an EFL teacher I am committed to the principle that anybody who wishes to learn English should be given the opportunity to do so. But nobody can be forced to learn a second language, and, more importantly, nobody should be made to feel that the language of their family, their friends and their culture is in any way inferior or irrelevant. The second principle to which the effective EFL teacher must be committed is the principle of sincere respect for the student's first language.

Since I'm not myself involved in bilingual education, I'd be interested to know what my colleagues who are think of your proposals. To this end, I'll be sending a copy of this letter to TESOL, the association for Teachers of English to Speakers of Other Languages, in the hope that they will alert their members to your proposals and initiate a much needed open debate on a subject that deeply concerns all English teachers.

I remain,

Yours sincerely,

Elizabeth Loudon, M.A., M.F.A.
(EFL Writing Counsellor and
Adjunct Lecturer, Smith College)

"TALKER'S BLOCK"

Continued from page 13

alternative ways to express meaning.

I was reminded by this question and answer of a student who reported to me that she had been unable to inform the driver of a campus shuttle bus that she wanted to go to the "supermarket," a hard word for her to pronounce. I mentioned that she might have also said "grocery store" and "food store," and that she may not have said enough. Perhaps without enough context, the driver may have been unable to understand "supermarket" because he had expected the name of a street.

Chung doesn't tell her strategy for the word "rural." Since the synonym "country" can't usually be substituted, she probably embeds the hard word in a syntactic and semantic context rich with clues to its meaning. I have realized the importance of sufficient context when, after listening at first without comprehension to a speaker with a foreign accent - click — I have enough data and either everything falls into place or I grasp enough key words to ask the right questions.

Like using gestures, pictures, writing, or objects, and showing determination, using synonyms and offering ample linguistic data are two helpful communicative strategies in using a second language. Such techniques are often used automatically, but they can also be taught or shared.

Pamela S. Saur
Graduate Student
ESL Graduate Studies
University of Massachusetts
at Boston
Boston, Massachusetts

TESOL AND IATEFL CONFERENCE DATES TO COINCIDE

July, 1984

To the Editor:

Sadly, as announced in the April issue of the *TESOL Newsletter*, the TESOL '85 Convention has had to be rescheduled because the original hotel could not accommodate all the potential attendees at the convention.

The new dates for the convention, April 9-14, coincide with the dates of the 1985 IATEFL Conference, April 8-13. It is indeed unfortunate that after all the recent healthy developments in cooperation between TESOL and IATEFL such a situation has been allowed to occur.

However, we must do our utmost to ensure that the membership of neither organization suffers as a result: The conference planning committees of both organizations will be cooperating to try to make sure that two concurrent conferences can offer the same riches as two separately-scheduled conferences. IATEFL has plans for cheap trans-Atlantic plane tickets to help out those who would normally attend both conferences, thus enabling them to spend some time at each. Skilled programming will be necessary to ensure programs as varied as usual, when a large number of the normal pool of potential speakers are going to be speaking elsewhere. There will be many other problems too, but hopefully the close cooperation needed to salvage the situation will lead to an even closer relationship between TESOL and IATEFL in the future. The two major ESL/EFL professional associations based in the Northern hemisphere need to work more and more closely together for the benefit of the group whose interests they, in common, have at heart.

Liz Hamp-Lyons
Chair, Ad Hoc Committee on the International Concerns of TESOL

LETTERS

The *TESOL Newsletter* welcomes letters from its readers on items or articles that have appeared in its pages or on other topics of interest and opinion related to the field. Letters should be typed double-space and limited to approximately 500 words. Please address two copies to: Alice H. Osman, TN Editor, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, NY 11101, U.S.A.

UPDATE ON EFL POSITIONS IN CHINA

by Thomas Scovel
San Francisco State University

It has been over five years from the time that the People's Republic of China made a major commitment to recruit qualified EFL teachers to assist the Chinese to upgrade and expand EFL in the world's most populous nation, and this commitment remains undiminished. Because the number and diversity of contacts between China and the West have increased considerably, there is a wide range of opportunities for interested EFL teachers to pursue. For example, the Bell Educational Trust in England has two programs in China which they are conducting for the World Bank, and they seek experienced EFL teachers to fill several positions each year. In the U.S., to cite another example, a limited number of Fulbright teaching awards is available for qualified EFL applicants. But by far the largest number of opportunities remains via the Foreign Experts Bureau, Friendship Guesthouse, Beijing, PRC. Teachers with an M.A. or Ph.D. in EFL or a related field and who have had some direct teaching experience are encouraged to apply as "Foreign Experts" through the Bureau or via the nearest Chinese Consulate.

"Foreign Experts" enjoy a relatively high status both in terms of financial support and impact on the host institution. Unlike "Foreign Teachers," who are hired almost directly by individual institutions in China, "Foreign Experts" have their air fare to and from China paid for and receive, at least in Chinese terms, a substantial monthly income. Because there are approximately 400 foreign EFL teachers in China and because most teachers remain only one to two years, there is a constant need for qualified "Foreign Experts" to teach EFL in China. Speaking personally and professionally, I can think of no better way to spend a year or two of a young career. There is hard work and sacrifice to be sure, but the rewards in personal and professional growth are numerous!

ON LINE

Edited by **Richard Schreck**
Heidelberg College

FREE OR CHEAP SOURCES OF INFORMATION AND MATERIAL

by **Deborah Healey**
Oregon State University

*In this article, Deborah Healey complements the June **TN's** article by Louis Biggie on **Public-Domain Courseware** by outlining a variety of resources for CALL information and software.*

R. Schreck

There is a wealth of information and material available to those involved with computers and computing, and a great deal of it is free or very cheap. The trick is in knowing where to start looking, and how to evaluate what you have found. With software, you do not always "get what you pay for"—some free software is as good or better than packaged programs. This list offers some places to start. Which sources will be the most helpful depends on where you live, what you are doing, and your level of computer expertise. Inclusion in this list does not imply endorsement of a specific company or product.

General Computing:

1. Users' groups. These are made up of people whose common interest—in some cases, passion—is computing. Users' groups are excellent sources of advice. In most cases, the group will have a library of "public domain" software—uncopyrighted programs—that you can get copies of for little more than the cost of a disk. Belonging to a good users' group is like having several consultants who work for you for free, and are often willing to answer questions long after normal working hours.

2. "Bulletin Boards." If you have a modem (telephone connection) for your computer, you can have access to a bulletin board. These are typically located in larger cities, where the users' groups are big enough to support them. You can leave a question and get an answer from someone, or copy public domain programs via a bulletin board. If you have a modem and there is a local bulletin board, this source of information is very convenient. You can find out about bulletin boards from users' groups and from computer stores.

3. Your vendor. If you are able to choose where to purchase your computer and software, you should make sure to select a vendor who is willing and able to answer questions about your machine and software over the phone. Since vendors are in the business of selling programs, they are an excellent source of information about *packaged* software, but often not very interested in telling you about what is available for free.

On Line presents articles by language teachers and linguists working with computers and attempts to focus on issues raised by its readers. Column articles, responses to articles, and requests for articles on specific topics are welcomed and should be sent to: Richard Schreck, Heidelberg English Language Institute, Heidelberg College, Tiffin, Ohio 44883.

Specific to CALL:

4. Educational Computing Consortia. One of the largest educational computing consortia is MECC, the Minnesota Educational Computing Consortium. Public schools, community colleges and state universities can make arrangements with MECC to obtain diskettes of educational software at very low cost. An extensive library of software is available. Contact your state's Department of Education or MECC, 2520 Broadway Drive, St. Paul, MN 55113, for more information.

5. Computing magazines. Among the CALL magazines are the *Calico Journal* (229 KMB, Brigham Young University, Provo, UT 84602), *CUE Newsletter* (Computer-Using Educators, Box 18547, San Jose, CA 95158), and the *TEC News* (M. Mark Wasicsko, School of Education, Texas Wesleyan College, Fort Worth, TX 76105).

In addition, the home computing magazines like ***Byte, Popular Computing*** and ***Home Computer*** often carry CALL articles. These magazines are available in most public libraries (or by subscription—from $12 to $25 per year). Each major "brand" of computer also has a newsletter, which purchasers often get free of charge for a few issues—long enough to see if it is worthwhile to subscribe.

6. ESL newsletters. The *TESOL Newsletter* and more and more TESOL affiliate newsletters are including columns on CALL. Even if there is no column specifically devoted to CALL, newsletter editors are likely to know who is doing what, and would be glad to receive articles on CALL. A TESOL interest section was recently formed, and will have its own newsletter in addition to other services.

7. CALL/Courseware books. There are a number of books on CALL and on currently available courseware. One such book is ***Courseware in the Classroom: Selecting, Organizing and Using Educational Software***, published by Addison Wesley (approx. $10). This includes reviews of many packaged programs. Another book is ***Computers in the English Classroom: A Primer for Teachers***, available from the National Council of Teachers of English, Order Department, 1111 Kenyon Road, Urbana, Illinois 61801, ($5.50).

8. ERIC. A free factsheet, "Microcomputers and Second Language Teaching" and a $10 database search, "Computer-Assisted Instruction in Second Languages (915) are available from User Services, ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007.

9. NWREL. The Northwest Regional Educational Laboratory has set up a clearinghouse called MicroSIFT (Microcomputer Software and Information for Teachers) and an on-line database of educational software called RICE (Resources in Computer Education). For information, write NWREL, 300 S.W. 6th Avenue, Portland, Oregon 97204, or call (503) 248-6800.

10. CONDUIT. Through the cooperation of Verbatim Corporation, CONDUIT is offering demonstration disks of some of its Apple II packages for just the cost of postage and handling—$2.00 each. The Language Demo Disk includes "English: Basic Mechanics" and "DASHER." In addition, there are Demo Disks for Educational Games (with "Four-letter Words" and "Baffles"), Biology, Chemistry and Math (3 math demo disks). Write to CONDUIT, University of Iowa, Oakdale Campus, Iowa City, Iowa 52242 for more information and order forms.

About the author: Deborah Healey (M.A., Linguistics, 1976) is currently teaching a course for foreign students called "Computing: an Introduction to Programming in BASIC" at the English Language Institute at Oregon State University. She has been involved with computers since 1971, but did not really enjoy them until the advent of immediate-response, low-cost microcomputers. She is a system designer and the main programmer for the administrative computer system at the ELI, as well as a writing and reading instructor.

DATA ON 35 ESL CAI PROGRAMS AVAILABLE FROM NCBE

The National Clearinghouse for Bilingual Education's (NCBE) Microcomputer Courseware Resources Online (MICRO) computerized database currently contains entries for 35 ESL computer-assisted programs, available with or without abstracts. Each MICRO entry includes information on the program title, producer's address and telephone number, computer hardware and software requirements, program type/instruction, content area, grade level, and language. Educators can request either custom searches or predesignated searches-on-file.

For more information about MICRO service costs or to request a MICRO custom search or search-on-file, contact NCBE, 1555 Wilson Boulevard, Suite 605, Rosslyn, Virginia 22209. Telephone: (800) 336-4560 or (703) 522-0710.

REPORT OF CUNY MICROCOMPUTER CONFERENCE NOW AVAILABLE

Microcomputers and Basic Skills in College: Applications in Reading, Writing, ESL, and Mathematics, a report of the April 1983 conference sponsored by the City University of New York is now available. This publication deals with a number of issues facing faculty as they explore ways of teaching through this new medium, particularly in college basic skills programs.

To receive the 94-page publication, a check for $2.00 payable to the Instructional Resource Center should accompany requests. Mailing address: Instructional Resource Center, Office of Academic Affairs, CUNY, 535 East 80 Street, New York, NY 10021.

TESOL-FRANCE NEWS TO FEATURE CALL SECTION

The 1984 autumn issue of *TESOL-France News* will feature a special section on computer assisted language learning (CALL) which will include articles written by practising teachers about the most recent CALL developments in France. For information about how to obtain a copy of this special issue, write to: Chris Durban and Steve McNulty; TESOL-France; NST (Bureau 430); 46, rue Barrault; 75013 Paris; France.

ITT INTERNATIONAL FELLOWSHIP PROGRAM ASSESSED AFTER FIRST TEN YEARS

by Marianthi Zikopoulos
and Elinor G. Barber

Researchers recently evaluated the first decade of the largest exchange program ever sponsored by a U.S. multinational corporation. The survey provides evidence of the effectiveness of ITT (International Telephone and Telegraph) Fellowships in promoting international understanding and individual growth.

IIE surveyed ITT International Fellowship alumni during the program's tenth year. This research effort determined that:

- ITT Fellows are successful in careers that frequently have international dimensions, and believe that the fellowship played a role in their success;
- ITT Fellows became proficient in a foreign language and knowledgeable about their host societies as a result of their educational experience. Moreover, language gains made during the fellowship year are sustained long after its conclusion;
- ITT Fellows became more deeply concerned about international issues. More important, they became actively involved in international affairs and the strengthening of international understanding.

IIE, the largest U.S. higher educational exchange agency, and ITT have cooperated on the ITT International Fellowships since their inception. The Institute's research program, under the direction of Dr. Elinor Barber, was established to carry out research useful to decisionmakers in higher education, government and the private sector.

The Institute administers the ITT Fellowships through a grant from ITT, which selects the countries that participate. Fellows are screened and nominated through an open competition in their home countries. No restrictions are placed on fields of study.

A total of 60 percent (277) of the 498 ITT Fellowship alumni responded to the survey. ITT Fellows have originated in 52 countries and the United States. Some 244 are U.S. citizens who spent a year of graduate study abroad, while 254 are foreign nationals who completed master's degrees in the United States. The 277 survey respondents were statistically representative of the total alumni population.

Among the significant findings:

More than half of the ITT Fellows believe the Fellowship made it possible for them to obtain better occupational positions than they would otherwise have had. Many can specify the benefits to them in terms of effective job performance. Most expect future benefits in terms of job mobility.

Foreign male alumni perceive an especially strong connection between the fellowship and their later career success. Many gained access to graduate-level education unavailable in their home nations. In a number of developing countries, the overseas-trained enjoy especially good prospects for succeeding to leadership positions.

Foreign female alumni perceive career advantages less strongly, either because of sex-related barriers or, in some cases, a less vocationally-oriented choice of field study.

Forty percent of U.S. fellows and 63 percent of foreign fellows report that they are frequently or constantly involved in international matters.

Substantial numbers of foreign ITT fellows shift from other fields to business and management when they study in the United States. U.S. business education continues to have great prestige overseas.

Increase in language proficiency on the part of U.S. fellows was particularly notable. Only 28 percent had excellent command of their host nation's language prior to the fellowship year; 58 percent admitted to rudimentary conversational capacities. By the end of the fellowship year, 75 percent could speak the host country's language with great ease.

Copies of *The ITT International Fellowship Program: An Assessment after Ten Years* are available from the Communications Division, Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017, free of charge.

New!

Ready to Write

A First Composition Book for Students Who Get a Little Frustrated When They Write English.

Let's face it: writing English isn't the easiest thing to learn. But Longman's new *Ready to Write* makes it easier by giving low-intermediate students the skills they need to write better prose.

Unlike many intermediate composition books, *Ready to Write* focuses on paragraph development, guiding students step-by-step through the organizational principals that prepare them for more advanced writing activities. The exercises are presented in realistic communication contexts that are interesting and meaningful to students.

To get your examination copy of *Ready to Write,* write Longman or call (212) 819-5300.

Longman Inc.
1560 Broadway
New York, NY 10036

TEACHER SELF-OBSERVATION

by Mary Ann Christison and **Sharon Bassano**
Snow College *Santa Cruz Adult School*

At the TESOL '83 Convention in Toronto, we gave a paper entitled, "Becoming the Best Teacher You Can Be Through Self-Observation." We anticipated a small audience of 30 to 40 teachers for an informal, relaxed session. Much to our surprise, 275 teachers attended—all of them interested in teacher development and the sensitive issue of evaluation. Through audience participation and sharing, we learned that three issues concerned nearly all teachers.

First, effective teacher evaluation procedures are a top priority. No teacher is alone in having faced both poor and inadequate evaluations. Many had outrageous tales to tell! Others, fortunately, shared the more positive aspects of evaluation procedures they had experienced. The sharing of these experiences drew us all closer together as professional language educators.

The second issue, which is directly related to the first, is that the ESL teaching profession has long called for a method of comprehensive and objective teacher evaluation. It is generally felt that traditional evaluations by school administrators and peers are highly piecemeal and subjective. Often there is no real standard of excellence on which a teacher's performance can be graded. These types of evaluative procedures, more often than not, only produce a lowering of self-esteem, and a raising of defensive, bitter, paranoid feelings on the part of the evaluatee, rather than serve as an impetus for constructive modification of classroom practice.

Thirdly, most teachers believe that the best evaluation of teachers and their performance can be done by the teachers themselves. If teachers are provided with a practical, detailed model of an optimum learning situation based on current research and theory, they should be able to objectively observe and describe the effectiveness of their own participation in the learning process.

John Fanselow, in his plenary address at TESOL '82, suggested that rather than *judge* a teacher's classroom attitude or practice, it might be more effective to *observe* and *describe*. He also suggested that this might best be done by the teachers themselves. Consideration of these two points led us to develop an instrument teachers could use to observe, describe and improve their teaching.

This instrument is a checklist which includes some general skills and attitudes which would apply in any teaching situation. Also, for our specific purposes, we have tried to make it more comprehensive than some of the teacher checklists in the past, taking care to include goals for both acquisition and learning, both affect and cognition. The skills represented on our list are often entry skills—skills beginning teachers might well learn to make part of their teaching behavior. Although these are skills which an experienced teacher performs automatically, almost subconsciously, we feel that even experienced teachers can use some critical, on-going self-analysis, perhaps using the checklist on a more advanced level. We presented this checklist to our participants at TESOL '83, and asked them to quietly work through it for about 15 minutes, hoping that this brief self-examination would leave the teachers feeling either very good about themselves as effective educators, or resolved to make some firm commitments to modify their teaching habits.

After the group had quietly and individually gone over the checklist, we asked them to share their feelings about such things as their current problem areas, their successes, what their students respond best to and what they dislike, their own best qualities which make them good teachers, communication with administrators, etc.

The general consensus of the teachers present was that such a time together to focus thoughtfully on varied aspects of our teaching was, indeed, helpful.

We include here a copy of this checklist which we feel can represent teaching at its best. As you consider each item in relation to your own personal language teaching philosophy, you may want to eliminate some with which you are not concerned. Certainly we may have left out some important items—items you may want to add.

As new or experienced teachers, you may find it beneficial to review this list (or your own modified list) on a regular basis to stay in touch with your ideals and goals. You may want to share these ideals and goals with your administrators, evaluators, colleagues and classroom aides, and brainstorm ways in which you might use an itemized list to assist all of you to work more harmoniously and productively together in the area of professional growth and development.

We don't pretend that our instrument is definitive; it is only a beginning. We hope it offers you some ideas for the creation of alternatives to dysfunctional evaluation methods. We look forward to hearing from anyone who finds it useful.

SELF-OBSERVATION CHECKLIST FOR ESL TEACHERS

Thoughtfully consider each statement. Rate yourself in the following way:

3 - Excellent **2 - Good** **1 - Needs improvement** **0 - Not applicable**

Write your rating in the blanks provided. When you have finished,
give overall consideration to the various areas.

I. Learning Environment

A. Relationship to students

______ 1. I establish good eye contact with my class. I do not talk over their heads, to the blackboard or to just one individual.
______ 2. If I tend to teach predominantly to one area of the classroom, I am aware of this. I make a conscious effort at all times to pay attention to all students equally.
______ 3. I divide my students into small groups in an organized and principled manner. I recognize that these groups should differ in size and composition, varying with the objective of the group activity.

B. The Classroom

______ 1. I arrange the seating in my class to suit the class activity for the day.
______ 2. I consider the physical comfort of the room such as heat and light.
______ 3. When I need special materials or equipment, I have them set up before the class begins.

C. Presentation

______ 1. My handwriting on the blackboard and charts is legible from all locations in the classroom. It is large enough to accommodate students with vision impairments.
______ 2. I speak loudly enough to be heard in all parts of the classroom and I enunciate clearly.
______ 3. I vary the exercises in class, alternating rapid and slow paced activities to keep up maximum interest level in the class.
______ 4. I am prepared to give a variety of explanations, models or descriptions, understanding that one explanation may not be sufficient for all students.
______ 5. I help the students form working principles and generalizations.
______ 6. Students use new skills or concepts long enough so that they are retained and thus future application is possible.
______ 7. I plan for "thinking time" time for my students so they can organize their thoughts and plan what they are going to say or do.

D. Culture and Adjustment

______ 1. I am aware that cultural differences affect the learning situation.

Continued on page 19

Report from the PRC

THE CHINESE ASSOCIATION FOR ENGLISH LANGUAGE EDUCATION: ITS ORIGIN, WORK, AND PROJECTED GOALS

Report by Joseph Lieberman

Now, more than ever before, opportunities and openings exist for teaching in the People's Republic of China. The following article is meant to build on previous **Newsletter** *accounts concerning that country, which gave basic information about teaching conditions and various kinds of programs. Here we present the personal perspective of one Chinese visiting scholar on the professional developments in foreign language teaching—and more especially in English language teaching—in the PRC. The report is based on notes taken at a paper presentation made by* **Professor Pan Shao-Zhong of the Beijing Foreign Affairs College,** *at the 1984 TESOL convention. It appears here with his permission.*

The Chinese Association for English Language Education (CAELE) was set up in June, 1982 as one of ten language groups under the more comprehensive Chinese Association for Foreign Language Education. The other subgroups include associations for other languages such as French, of course, but some of the other 10 are also involved with English as well. For example, there is a separate one for secondary schools and another for those involved with English education as a minor subject. CAELE is actually geared toward those involved with English as a major subject at tertiary institutes.

The history of the CAELE actually began with the major changes in national government policies which were taking place in late 1977. The most significant was the reintroduction into the Chinese educational system of college entrance exams, and specifically those in English. This coincided with the restoration of colleges and universities which had been previously disbanded beginning with the violent upheavals in education initiated in 1966 by the Cultural Revolution. In 1977, the Four Modernizations were announced, the goals of which included the greater internationalization of China. "In the next year we saw a regularization of curriculum and syllabi. Since 1977, there has also been a popular 'fever' for learning foreign languages—especially English—even down to the lowest educational levels of the public, including taxi drivers and other service workers who may have opportunities to deal with foreigners. Many school children are learning English as well. For many, English education by radio has been the main source of learning."

In November, 1980, the first Ching Dao conference was held to review those advances in English that had taken place since 1978. From this conference emerged the first serious research into the "how and what" of national college-level English studies. Before the year was up, another conference was held at Dairen which modified and further defined the goals and plans of the Ching Dao conference. Thereafter, conferences have been held on the subject annually.

There has also been a new flowering of academic journals never seen before in our country. These include magazines which are printed bilingually in Chinese and English—or even in English alone, which may surprise some foreign teachers when they arrive.

By 1981, at the annual conference of English educators held in Canton (Guangzhou), it became apparent that the momentum provided by the aforementioned forces would result in the formation of CAELE. As an organization established for college teachers of English majors only, CAELE's charter purposes include an important provision for the promotion of research and international exchange.

The future plans include the publication of a regular newsletter and a series of journals. Members are enrolled individually or collectively . . . the latter means that entire schools or English departments may join CAELE with a single membership, and the benefits are then shared amongst the individuals.

Once every four years, CAELE will hold a national organizational conference to elect 70 representatives from the 57 present member institutes. These are divided into 27 "comprehensive" universities (meaning they include many colleges within their blanket structure), and 14 foreign language institutes, plus 16 normal or junior normal teacher training colleges. The latter are considered specialized types of schools.

Continued on page 19

Keep your eye on Holt for ESL/EFL texts!

PAUL J. HAMEL
BETTER ENGLISH EVERY DAY: Books I, II, and III
Available August 1984/256 pp. (each book.)/paper/Book. I: ISBN 0-03-069601-1, Book II: ISBN 0-03-069603-8, Book III: ISBN 0-03-069604-6

PAMELA HARTMANN/ANNETTE ZARIAN/PATRICIA ESPARZA
TENSE SITUATIONS
192 pages/paper/ISBN 0-03-069902-9

ROBERT BANDER
FROM SENTENCE TO PARAGRAPH:
A WRITING WORKBOOK IN ENGLISH AS A SECOND LANGUAGE, 2/e
272 pages/paper/ISBN 0-03-071648-9

SUSAN JOHNSTON
JEAN ZUKOWSKI/FAUST
KEYS TO COMPOSITION, 2/e
Available November 1984/288 pp./paper/ISBN 0-03-071482-6

PATRICIA BLISS *et al.*
INTERFACE: ACADEMIC ENGLISH IN CONTEXT
240 pages/paper/ISBN 0-03-061787-1

CONNIE SHOEMAKER
WRITE IN THE CORNER WHERE YOU ARE
208 pages/paper/ISBN 0-03-063977-8

PAULA SUNDERMAN
CONNECTIONS:
WRITING ACROSS DISCIPLINES
1985/312 pages/paper/
ISBN 0-03-062437-1

BARBARA LINDSEY SOSNA
HELEN TAYLOR ABDULAZIZ
MOMENTUM:
DEVELOPING READING SKILLS
1985/224 pages/paper/
ISBN 0-03-063029-0

JULIA BRAITHWAITE
CHRISTINE GORDER
IN THE STATES:
WISCONSIN–ARIZONA–NEW YORK
160 pages/paper/ISBN 0-03-070293-3

CLIFFORD PRATOR JR.
BETTY WALLACE ROBINETT
MANUAL OF AMERICAN ENGLISH PRONUNCIATION, 4/e
1985/208 pages/paper/ISBN 0-03-000703-8

HOW TO ORDER
For examination copies, please write on your letterhead to:
Patricia Murphree, Dept. H23
HOLT, RINEHART AND WINSTON
P.O. Box 36, Lavallette, NJ 08735

Please include your course title, enrollment, text currently in use, and ISBN (International Standard Book Number).

HOLT, RINEHART AND WINSTON
a division of CBS Educational and Professional Publishing
383 MADISON AVENUE, NEW YORK, N.Y. 10017

TESOL RD

CAELE: ITS ORIGIN, WORK AND GOALS

Continued from page 18

What have some of the results of the CAELE been thus far? For one thing, we have become very aware of differences both in methodologies and attitudes between foreign and native Chinese teachers. "Problem areas" have emerged since 1978 which were previously unknown or overlooked. Let us take one example. Many foreign teachers ask, "In China, why do you stress so intensively the basic grammatical rudiments of English almost to the exclusion of more communicative practices?" There are several answers to this. First, many students enter into their English studies with an "infatuation" for the subject drawn to it more because of the glamor of the culture it represents than an awareness of the complexity of the subject they are about to study. It is better that they be brought down to earth in the first place concerning the serious nature of English studies.

Once they have built a firm foundation, their studies may naturally lead them into more communicative processes. Second, for many English majors, this is, after all, their life career. They mustn't slip up or take it too easy in the beginning because later—to make up for this—it may take them twice the time to learn half as much.

It may surprise some readers to know that English teaching methodologies in China are largely geographical in origin. There are four major new philosophical approaches which have emerged from four separate educational centers in China.

The first can be labeled a "Structural-Situational Method," which attempts to relate a great deal of realism to the subject. Texts in this methodology which emerge from the Beijing Foreign Language Institute can be found in use nationwide. Second is the "Structural-Communicative Method," which is not quite so widespread. The origin of these texts is Shanghai University. Third, the "functional-structural approach" is the product of Heilungjung University in northeast China. Finally, there is the "Functional-Communicative Method" which comes from Canton (Guangzhou). This method groups semi-authentic language around highly communicative tasks.

Here it must be added, however, that for the majority of learners who are still unexposed to these new methodologies, the modified old-fashioned reading/translation method is what they are really accustomed to.

So, in fact, one could say there are even subtle rivalries between the champions of these various methodologies. But in actuality, the current *national* attitude is "whatever creates real competency" is fine to use.

About the presenter: Pan Shao-Zhong is an associate professor at the Beijing Foreign Affairs College, 24 Zhanian Road, Beijing, The People's Republic of China. Telephone: 890151-62. Both Professor Pan and CAELE welcome opportunities to correspond on language teaching topics. CAELE's address is: Chinese Association of English Language Education, Weigong Ceng, West City, Beijing, PRC.

About the reporter: Joseph Lieberman is the associate chair of the Teaching English Abroad Interest Section, and chair of English Educational Services International of Boston, Massachusetts. At present, he is teaching at Kobe University of Foreign Studies, Japan.

TEACHER SELF-OBSERVATION

Continued from page 17

______ 2. I keep the cultural background(s) of my students in mind when planning daily activities and am aware of culture misunderstandings which might arise from the activities I choose.

______ 3. I work for an atmosphere of understanding and mutual respect.

II. The Individuals

A. Physical Health

______ 1. I know which students have visual or aural impairments, and have seated them as close to my usual teaching position as possible.

______ 2. I am aware that a student's attention span varies from day to day depending on mental and physical health and outside distractions. I pace my class activities to accommodate the strengths. I don't continue with an activity which may exhaust or bore them.

______ 3. I begin my class with a simple activity to wake the students up and get them working together.

______ 4. I am sensitive to individual students who have bad days. I don't press a student who is incapable of performing at the usual level.

______ 5. I try to challenge students who are at their best.

______ 6. If I am having a bad day and feel it might affect my normal teaching style, I let my students know so there is no misunderstanding about my feelings for them.

B. Self-concepts

______ 1. I treat my students with the same respect that I expect them to show me.

______ 2. I plan "one-centered" activities which give all students an opportunity at some point to feel important and accepted.

______ 3. I like to teach and have a good time teaching—on most days.

C. Aptitude and Perception

______ 1. I am aware that my students learn differently. Some students are visual-receptive, some are motor-receptive, and others are audio-receptive.

______ 2. My exercises are varied, some are visual, aural, oral and kinesthetic. I provide models, examples, and experiences to maximize learning in each of these areas.

______ 3. I know basic concepts in the memory process. When applicable, I make use of techniques such as backward buildup and association to aid students in rapid skill acquisition.

D. Reinforcement

______ 1. I tell students when they have done well, but I don't let praise become mechanical.

______ 2. I finish my class period in a way which will review the new concepts presented during the class period. My students can immediately evaluate their understanding of those concepts.

______ 3. My tests are well-planned and produced.

______ 4. I make my system of grading clear to my students so that there are no misunderstandings of expectations.

E. Development

______ 1. I keep up to date on new techniques in the ESL profession by attending conferences and workshops and by reading pertinent professional articles and books.

______ 2. I realize that there is no one right way to present any lesson. I try new ideas where and when they seem appropriate.

______ 3. I observe other ESL teachers so that I can get other ideas and compare them to my own teaching style. I want to have several ideas for teaching any one concept.

III. The Activity

A. Interaction

______ 1. I minimize my role in *conducting* the activities.

______ 2. I organize the activities so they are suitable for *real* interaction among the students.

______ 3. The activities maximize student involvement.

______ 4. The activities promote spontaneity or experimentation on the part of the learner.

______ 5. The activities generally transfer attention away from "self" and outward toward a "task."

______ 6. The activities are organized to insure a high success rate, leaving enough room for error to make the activity challenging.

______ 7. I am not overly concerned with error correction. I concentrate on what my students are saying (content).

B. Language

______ 1. The activity is focused.

______ 2. The content or the skill presented will be easily transferrable for use outside the class.

______ 3. The activity is geared to the proficiency level of my class or slightly beyond.

______ 4. The content of the activity is not too sophisticated for my students.

______ 5. I make the content of the activity relevant and meaningful to my students' world.

About the authors: Mary Ann Christison is the director of the ESL Program at Snow College, Ephraim, Utah 84627, and Sharon Bassano teaches at the Santa Cruz Adult School, Santa Cruz, California 95062. They frequently co-present at TESOL conventions and have also co-authored several teacher resource/reference books published by Alemany Press.

JOB OPENINGS

Bogazici University, Istanbul, Turkey. Teachers of EFL are being recruited for Bogazici University for the academic year 1984-85, with a possibility of extending the tour of duty through the summer of 1986. Qualifications: B.A. or M.A. in English or TEFL; some years of teaching experience. Monthly salary beginning TL 110.000, with a possibility of earning considerably more, depending on qualifications. Send applications, (cover letter, resume, and names/addresses of references) to: Gloria Kreisher, English Teaching Division, 301 W. 4th Street, S.W., Washington, D.C. 20547.

University of Hawaii. ESL Department. Graduate assistantships, AY 85-86, starting in August. Qualifications: acceptance into M.A. program in ESL, good academic standing, experience in ESL/EFL teaching. Foreign applicants: TOEFL score over 600 and enrolled for at least one semester. Duties: 20 hours a week in any of the following areas: teach in the English Language Institute, serve as course assistant, research assistant, or editorial assistant. Minimum salary: $5364 per annum, in 12 monthly installments, plus tuition waiver. Submit completed forms and all supporting documents by February 1, 1985 to: ESL Department, University of Hawaii, Honolulu, Hawaii 96822.

University of Hawaii. The ESL Department seeks applications from outstanding members of the ESL profession for an associate professorship, tenure-track, beginning August 1985. Applicants must have an excellent research and publication record, Ph.D. or equivalent, prior experience in a graduate degree program, and a quality teaching record. Pacific/Asian experience desirable. Duties: teach graduate/undergraduate courses in either second language analysis or testing, and ESL methodology. Salary range: $21,936–$33,372. Send vitate, names and addresses of references, copies of appropriate publications by October 15, 1984 to: Chair, ESL Department, University of Hawaii, Honolulu, Hawaii 96822.

University of Hawaii. ESL Department. Readvertisement for Assistant Professor, tenure-track. New starting date: Fall 1985. New application deadline: October 1, 1984. Major instructional interests in several of the following: ESL methodology, syllabus design, curriculum planning; materials development; the skill areas; ESP; commitment to quality research in the above or other areas of applied linguistics. Qualifications: doctorate in ESL/Applied Linguistics; TESOL experience; ESL experience in Asia or Pacific Basin desirable. Salary range: $17,376–$26,052. Send vitae, names of references, supporting documents to: Chair, ESL Department, University of Hawaii, Honolulu, Hawaii 96822.

Bataan, the Philippines. The International Catholic Migration Commission seeks applicants to work in an ESL/CO (cultural orientation) Training Program for adult Indochinese refugees selected to resettle in the U.S. **Supervisors.** General requirements: experience in teaching ESL to adults and/or refugees; experience in training and supervision; M.A. in TESOL (or equivalent); cross-cultural exposure, preferably working overseas. Duties: Supervise 6-8 host-country teachers; observe and evaluate teachers; design and conduct teacher training; participate in other program activities. Salary: $14,200 (COLA included); transportation; camp housing. **Teachers-Trainers.** Requirements: teaching experience in ESL, CO, or related discipline (3 years or more); M.A. in TESOL or education; background in presenting workshops and teacher training; crosscultural exposure, preferably in working overseas. Duties: identify needs and develop training plans; design, present, evaluate pre-service and in-service training to host-country teachers; offer aid to supervisors and teachers. Salary, $16,500 including COLA; transportation; camp housing. **Curriculum Developers.** Requirements: knowledge of American and Indochinese cultures; experience with S.E. Asian refugees; teaching experience; M.A. in TESOL or education; experience in writing competency-based curricula; cross-cultural living experience. Duties: write curriculum for ESL/CO training program. Salary: $16,500 including COLA; transportation; camp housing. All positions available through summer '84. One year contract. Send resume and cover letter plus three references to: David Apostle, Migration and Refugee Services/U.S.C.C., 1312 Massachusetts Avenue, N.W., Washington, D.C. 20005. Telephone: (202) 659-6624.

University of North Carolina at Charlotte. Full time coordinator and lecturer for English Language Training Institute (ELTI) beginning no later than January 1, 1985. Requirements: Ph.D. in ESL or related field preferred; also at least 3 years' ESL teaching experience and 1 year of ESL administrative experience. Responsibilities will include teaching, supervising instructors and support staff, budget, personnel, recruitment, and other day to day administration. Salary competitive. Full benefits. Application deadline October 15, 1984. Send letter of application, current resume, three letters of reference (with phone numbers) to: Dr. Harold Josephson, Director, Center for International Studies, UNC at Charlotte, UNCC Station, Charlotte, North Carolina 28223. AA/EOE.

Continued on page 21

JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less**. Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type **double space**: first state name of institution and location (city, state/country); include address and telephone number last. **Do not use any abbreviations** except for academic degrees. Send **two** copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A. If copy requires clarification, the Editor will call collect. Please note: tear sheets are not sent for free ads placed in the *TN*.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For further information and rates for fee-based job notices, write or call: Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

Deadlines: December 15th for February *TN*; **February 20th** for April *TN*; **April 20th** for June *TN*; **June 20th** for August *TN*; **August 20th** for October *TN*; and **October 20th** for December *TN*. Last minute job notices will be accepted provided there is space. To check, call *TN* Editor (212) 663-5819 or (212) 626-8546.

McGraw-Hill presents

NEW PATHWAYS TO ENGLISH NEW

Pathways to English
Pathways to English
Pathways to English
Pathways to English
Pathways to English
Pathways to English

The new series for secondary to young adult levels that effectively achieves a balanced development of communicative competence and language mastery.

McGRAW-HILL BOOK COMPANY/INTERNATIONAL GROUP
1221 Avenue of the Americas, New York, New York 10020

CONFERENCE ANNOUNCEMENTS AND CALL FOR PAPERS

CONFERENCE ON THE SPANISH LANGUAGE IN THE UNITED STATES

The fifth annual conference on **The Spanish Language in the United States** will be held on October 5-6 at the University of Illinois at Chicago. For information, contact: Lucía Elías-Olivares, Department of Spanish, Italian and Portuguese, University of Illinois at Chicago, Box 4348, Chicago, Illinois 60680. Telephone: (312) 996-5217.

SOUTHEASTERN REGIONAL TESOL MEETING PLANNED

This fall on October 12-13 at Georgia State University, GTESOL (Georgia) will combine resources with AMTESOL (Alabama and Mississippi), GulfTESOL (Florida), North Carolina TESOL, TNTESOL (Tennessee), and other Southeastern affiliates for the beginning of the first Southeastern Regional TESOL meetings. For information contact: Wendy Newstetter, 540 Grant Street, S.E., Atlanta, Georgia 30312.

NYS TESOL ANNUAL CONFERENCE

New York State Teachers of English to Speakers of Other Languages (NYS TESOL) will hold its fourteenth annual conference October 19-21, 1984 at the Westchester Marriott, Tarrytown, New York. For further information, write or call: NYS TESOL, Box 185, Teachers College Columbia University, NYC, NY 10027. Telephone: (212) 678-3074.

ENGLISH LANGUAGE FAIR TO BOW AT BARBICAN CENTRE IN LONDON

The English Language Fair, set for October 22-24, 1984, is the first of its kind. Open to all those concerned with the various aspects of English in operation around the world, this exhibition will provide a unique market place for the promotion of English language related products, services, and the interchange of ideas. His Royal Highness, the Duke of Edinburgh, KG, KT, has graciously consented to be Patron of the Fair. In addition, it is supported by an advisory council consisting of the English Speaking Union, the BBC, TESOL, IATEFL, the British Council and several other associations. For more information, contact: Clive Rigden, Industrial and Trade Fairs Limited, Oriel House, 26 The Quadrant, Richmond, Surrey TW9 1DL, England. Telephone: (01) 940-6065.

LANGUAGE AND LITERACY IS THEME OF WPC CONFERENCE

The fourth annual **William Paterson College Bilingual/ESL Conference** will be held on October 26-27 in Wayne, New Jersey. For more information write or call: Office of Continuing Education, William Paterson College, Wayne, New Jersey 07470. Telephone: (201) 595-2461.

WAFLT FALL CONVENTION

The **Wisconsin Association of Foreign Language Teachers** will hold its fall convention on November 2-3, 1984 in Madison, Wisconsin. For additional information write to: Kathy Spencer, WAFLT Executive Secretary, Merrill Sr. High, Merrill, Wisconsin 54452.

NATIONAL ADULT EDUCATION

The **National Adult Education Conference** will be held in Louisville, Kentucky on November 7-11. For more information write or call: American Association for Adult and Continuing Education, 1201 Sixteenth Street, N.W., Suite 230, Washington, DC 20036.

NCTE TO MEET IN DETROIT

The **National Council of Teachers of English** Conference is scheduled for November 16-21 in Detroit, Michigan. For more information write or call: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801. Telephone: (217) 328-3870.

MITESOL TO CELEBRATE TENTH ANNIVERSARY

MITESOL's tenth anniversary fall conference, **TESOL in Michigan: The Next Decade**, will be hosted by the English Language Institute of Wayne State University in Detroit, on November 10, 1984. The presentations will cover a wide range of topics related to ESL and should appeal to educators and students from many different fields. Featured speakers will be **Wilga Rivers** of Harvard University, who will give the keynote address; and **Joan Morley** and **Larry Selinker**, both of the University of Michigan. Presentation or registration forms are available from: Phyllis Cindy Gould, Chair, MITESOL Fall Conference, English Language Institute, 199 Manoogian, Wayne State University, Detroit, Michigan 48202.

AND IN 1985 . . .

LEARNING IN MANY TONGUES: UNCC/NCTE CONFERENCE

An NCTE cosponsored conference, **Learning in Many Tongues: Education and the International Student**, will be held on January 25-26, 1985 at the University of North Carolina at Charlotte. The deadline for presentation proposals is November 1. For more information, write to: Stan Patten, Program Chair, Department of English, UNCC, Charlotte, North Carolina 28223. Telephone: (704) 597-4226.

SECOND SLRF FORUM CALL FOR PAPERS

The 1985 **Los Angeles Second Language Research Forum** (SLRF) will be held February 22-24, 1985, at the University of California, Los Angeles. Data-based research is solicited in areas including, but not restricted to: language universals and SLA; computers and second language research; discourse; bilingualism; interlanguage; classroom research; input; and sociolinguistics. Abstract information should include: four copies of a 250-word abstract (name on one copy only); three copies of a 100-word description of the paper to be included in the program; a 3 x 5 card with your name, address, title of the paper and a brief bio-data statement. Send to Tom Ricento, Program Chair, 1985 SLRF, UCLA TESL/Applied Linguistics Program, 3303 Rolfe Hall, Los Angeles, California 90024. Abstracts must be postmarked no later than October 15, 1984. A selection of papers from the conference will be published.

HUMOR ACROSS THE DISCIPLINES

The fourth international WHIM humor conference will be held at Arizona State University in Tempe from March 29 to April 1, 1985. The theme will be humor across the disciplines, and linguistics will be featured. Victor Raskin, linguistics chair at Purdue University, will coordinate the linguistics strand, and Vicki Fromkin, president-elect of the Linguistic Society of America, will offer a keynote presentation entitled **in One Ear and Gone Tomorrow (And Other Such Tips of the Slongue)**. For further information, please contact Don Nilsen, English Department, ASU, Tempe, Arizona 85287.

SEMINAR: THE DICTIONARY AND THE LANGUAGE LEARNER

A Euralex (European Association for Lexicography) seminar on the uses and users of monolingual and bilingual learners' dictionaries is to be held at Leeds University from April 1-3, 1985. Further information can be obtained from: A. P. Cowie, The School of English, University of Leeds, Leeds LS2 9JT, England.

IATEFL ANNUAL CONFERENCE IN BRIGHTON APRIL 9-12

The 19th annual conference of the International Association of Teachers of English as a Foreign Language will be held April 9-12, 1985 in Brighton, England. More information from: IATEFL, 87 Bennell's Avenue, Tankerton, Whitstable, Kent CT5 2HR, England.

NATIONAL ASSOCIATION FOR DEVELOPMENTAL EDUCATION

The **National Association for Developmental Education** (formerly NARDSPE) will hold its ninth annual conference on May 7-9, 1985 in St. Louis, Missouri. Conference information is available from: Wanda Long, Conference Chair, Center for Academic Development, University of Missouri at St. Louis, 8001 Natural Bridge Road, St. Louis, Missouri 63121.

GEORGETOWN TO HOST 1985 TESOL SUMMER MEETING AND TESOL/LSA INSTITUTE

The TESOL 1985 Summer Meeting will be held July 12-13 at Georgetown University in connection with the TESOL Linguistic Society of America Institute scheduled for June 24 to August 2, 1985. For further information about either event (TSI/TSM), please write to: 1985 TESOL Summer Institute/Meeting, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

INTERNATIONAL SUMMER MEETING PLANNED FOR JERUSALEM IN 1985

The English Teachers' Association of Israel (ETAI) and the TESOL affiliate of Israel (ISRA-TESOL) are planning an international summer meeting for ESL/EFL teachers. TESOL and IATEFL are participating with ETAI and ISRA-TESOL in this venture, which, it is hoped, will provide a basis for cooperation in a TESOL Regional meeting in 1986 or 87.

The theme of the meeting is **Teaching English for Communication**, and it will take place in Jerusalem from 14-18 July, 1985. Requests for information and abstracts of papers (250 words) should be sent by December 1, 1984 to:

Ephraim Weintraub, Secretary, ETAI
Hebrew University
91905 Jerusalem
Israel

TENNESSEE TESOL CALLS FOR PAPERS

TNTESOL announces its spring conference to be held in Nashville, Tennessee, February 21-23, 1985. Conference theme: **ESL Composition and Professional Writing**. Send abstracts by December 1, 1984 to: Carole Novak, Tennessee Technical University, English Language Institute, Box 5061, Cookeville, Tennessee 38505. Telephone (615) 528-3787.

Continued on page 25

JOBS

Continued from page 20

The Central Intelligence Agency is seeking foreign language instructional managers to direct foreign language instructors. Applicants must have advanced degree in foreign language education, applied linguistics, or a demonstrated record of activity in foreign language education and an advanced degree in a related area; strong foreign language ability (minimum Interagency Language Roundtable reading = 3, speaking = 3, understanding = 3); experience as teacher of foreign language or ESL; managerial experience especially with foreign-born individuals; ability to use or learn to use computer-based education; experience in statistical methods to conduct research; and good command of English. U.S. citizens preferred. Send resume to: Personnel Office, Dept. S, Room 4N20 (TL), P.O. Box 1925, Washington, D.C. 20013. AA/EOE.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at programs in Riyadh and Taif. Please direct inquiries to: Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, Massachusetts 01950. Telephone: (617) 462-2550.

Dictionary Consultants. Teachers of English in North America and abroad are wanted as occasional consultants on an everyday electronic dictionary for English learners. Consultants may be honorary or on paid basis. Experience in the classroom use of dictionaries is essential but not in lexicography or electronics. Interested teachers please write with brief resume: Thomas M. Paikeday, Chief Editor, *The New York Times Everyday Dictionary*, 1776 Chalkdene Grove, Mississauga, Ontario L4W 2C3, Canada.

Japan. The Overseas Service Corps of the YMCA offers teaching positions at over 20 YMCAs in Japan. Requirements: teaching experience; M.A. preferably in TESL or related area. Competitive salary and fringe benefits are offered. Annual application deadlines are March 15 for fall placement and October 31 for spring placement. U.S. residents should write to: OSCY, International Division, YMCA of the USA, 101 N. Wacker Drive, Chicago, Illinois 60606. Residents of other countries, write: OSCY, YMCAs of Japan, 2-3-18 Nishiwaseda, Shinjuku-ku, Tokyo, Japan 160.

Panat Kikhom, Thailand. Two positions in EIL's Indochinese refugee assistance program in Southeast Asia which offers ESL, Cultural Orientation (CO) and Pre-Employment Training (PET) to adult refugees prior to their resettlement in the U.S. (1) **ESL Coordinator** to carry overall responsibility for the implementation and on-going development of an intensive ESL program, also CO and PET programs. (Write or phone for complete job description.) Required qualifications: experience in management and program coordination, teacher training/staff development, cross-cultural program supervision and leadership, and overseas work—preferably in Asia; graduate degree in ESL or related field. Other qualifications: previous work with Indochinese refugees; language ability in S.E. Asian language(s). Salary: \$17,000 per year plus benefits. One-year contract (may be renewed). Start as soon as possible.

(2) **Staff Development Specialist** to assist in the overall implementation of the staff development plan in conjunction with coordinators to include: supervisor and teacher training design and implementation, staff evaluation and coordination of consultants. (Write or phone for complete job description.) Required qualifications: M.A. in TESOL, applied linguistics, international education or related field; strong experience in staff development, training/supervision, small group leadership and team building, and cross-cultural work; ability to design and implement non-formal education training for adults; experience in curriculum and materials development and training overseas—preferably in challenging hardship conditions. Other qualifications: experience living/working in S.E. Asia; previous work with adult Indochinese refugees; ability in Thai and Indochinese languages. Salary: \$15,500-\$18,000 per year (depending on qualifications) plus benefits. Start as soon as possible.

To apply for either position, send cover letter, current resume, availability date, and the names/telephone numbers of at least three people who have supervised your work to: Peter Falion, Projects and Grants Office, Experiment in International Living, Brattleboro, Vermont 05301. Telephone: (802) 257-4628.

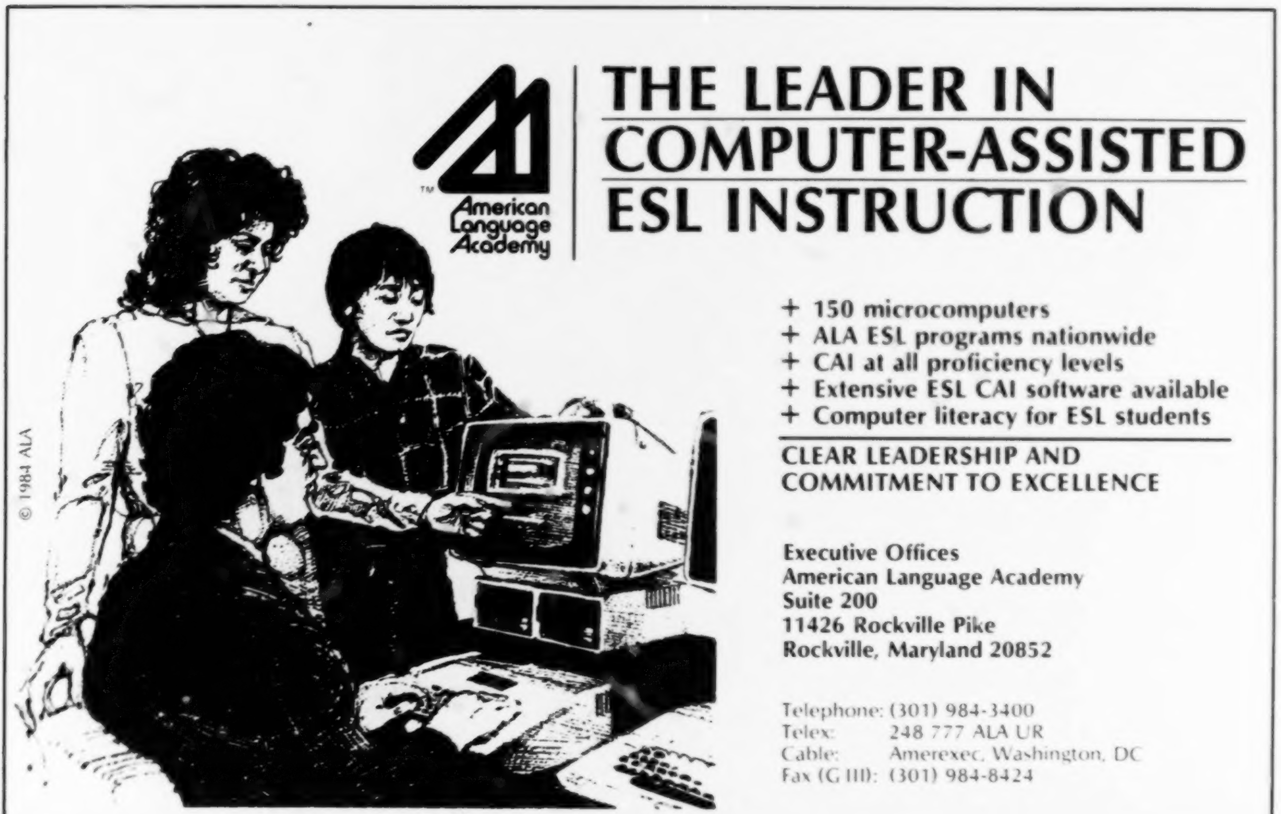
Bogotá, Colombia. Full-time EFL teachers for adults. Native speakers with university degrees (EFL or related area). Experience not required but should be dynamic, positive, and open-minded. One year contract with the possibility of renewal. For more information, write: Meyer Institute Foundation, Calle 17 # 10-16 Piso 8, Bogotá, Colombia.

Commission Sales Representative. Great opportunity to carry ESL, social studies, foreign language and Latin (grades 6-12, college, and adult) for prestigious international publisher. Send letter and resume to: C. Rostain, Sales Associate, Longman, Inc., 1560 Broadway, New York, NY 10036.

ST. MICHAEL'S COLLEGE
Winooski, Vt. 05404

- MASTER'S in TESL - 36 credits
- ADVANCED TESL Certificate Program - 18 credits
- INSTITUTE in TESL - summers only - 9 graduate credits
- THE INTENSIVE ENGLISH TRAINING PROGRAM - Intensive English courses for foreign students conducted on a year-round basis
- St. Michael's also offers Master's degrees in Counseling, Education, Theology, Administration and Special Education

write: The Director
International Student Program
ST. MICHAEL'S COLLEGE
Winooski, Vermont 05404



THE LEADER IN COMPUTER-ASSISTED ESL INSTRUCTION

American Language Academy

+ 150 microcomputers
+ ALA ESL programs nationwide
+ CAI at all proficiency levels
+ Extensive ESL CAI software available
+ Computer literacy for ESL students

CLEAR LEADERSHIP AND COMMITMENT TO EXCELLENCE

Executive Offices
American Language Academy
Suite 200
11426 Rockville Pike
Rockville, Maryland 20852

Telephone: (301) 984-3400
Telex: 248 777 ALA UR
Cable: Amerexec, Washington, DC
Fax (G III): (301) 984-8424

© 1984 ALA

REVIEWS

Edited by Howard Sage
New York University

FOCUS ON THE LEARNER (Report of the British Council 1983 Bologna Conference)

by Susan Holden, ed. 1983. Modern English Publications, available from the British Council, 3100 Massachusetts Avenue, N.W., Washington, D.C. 20008; also P.O. Box 129, Oxford, OX2 8JU England (135 pp.; £4.00 or U.S. $5.50).

Reviewed by Donald A. Sears
California State University at Fullerton

Of unusual interest to teachers of ESL are the papers collected in this volume recording the second annual conference at Bologna, Italy. As organized by the British Council in Milan, and drawing participants from the thousands of teachers of EFL in the Italian school and university systems, the meeting was held April 14-17, 1983, with speakers sponsored by British publishers. Since the publishers were showcasing their authors of textbooks, speakers, who rather uniformly exhibited easy grasp of current trends in ESL and EFL research, spoke from the assurance of their published positions, and only occasionally dropped to the level of proselytizing for their own texts. The report makes good reading, for the speakers range from theory, through forthright presentation of opinion that will stimulate reaction, to practical applications. The temptation for a reviewer is to quote extensively.

A clear focus on the student—the theme of the conference—was set by keynote speaker Henry Widdowson who suggested a revision to the orthodox view of the converse roles of teacher and student as respectively agent and recipient; such a view is doomed to create a sense of failure when a student does not accept what a teacher offers. The roles may instead be conceived with the student as agent and the teacher as facilitator, leading to changes in the classroom and curriculum. In the role of agent, the student can experience learning as discovery. Further, the learner can create the environment which "he feels most favorable . . . to learning."

Professor Widdowson's alternative model led to a refreshing set of papers that from varying positions all raised serious questions about the current orthodoxy regarding language learning and language acquisition. Keith Johnson (Reading, England) offered the findings of the "The Good Language Learner" (Ontario, 1976) as an alternative to the fashionable model of Stephen Krashen and his associates at University of Southern California, warning of the danger of taking as gospel any theory or research. Thoughtful teacher insights into the desires of students deserve their place too, and while research is important it should be approached with caution, for there "may be many successful methods, not just one." Agreeing with him, Jake Allsop made the case for grammar in ESL, presenting clever graphics to reinforce grammar teaching.

The most effective attack upon Communicative Language Teaching was made by Mark Lowe. His analysis of Krashen's Monitor Model surveyed the evidence of psychology, linguistics, and learning theory to find that the Monitor Model is far from proved scientifically; in its favoring of unconscious acquisition, it is anti-intellectual. In fact, Lowe found that Krashen's Language Acquisition Device (LAD), as developed by Chomsky, McNeil *et al*, is another black box, a mystery explaining nothing.

While the final speaker in this opening session, Christopher Brumfit, with his communicative approach to language teaching, was closer to the positions the others had attacked, he was able to include a large share of intellectual content in his proposed curriculum. He stressed the value of culture and literature—even when offered in traditional courses—as valuable to the ESL learner.

This use of literature became a central theme

Continued on page 24

TWO DICTIONARIES FOR CHILDREN LEARNING ESL

Reviewed by Fay Pallen
New York City Public Schools

Open Sesame Picture Dictionary, by Jill Wagner Schimpff, 1982. Oxford University Press, 200 Madison Avenue, New York, NY 10016 (ix + 83 pp., $4.95).

and

The Addison-Wesley Picture Dictionary, 1984. Addison-Wesley Publishing Company, Reading, Massachusetts 01867 (66 pp., $4.76).

In my opinion, elementary school teachers are faced with the most challenging task in the field of teaching ESL. Not only do their students vary in English language proficiency, degree of native literacy, and perhaps linguistic backgrounds, but also in maturity. Elementary school students range in maturity from early childhood to adolescence. As a consequence, the elementary school ESL teacher is constantly seeking materials appropriate for all these demands. With more and more valuable resources now becoming commercially available, teachers must weigh the benefits and drawbacks of each text for the individual child and the entire classroom. Among these new materials are two colorful and attractive picture dictionaries designed specifically for children learning ESL.

The *Open Sesame Picture Dictionary* is designed especially for young children learning English as a second language. Jim Henson's Sesame Street Muppets present over 550 high-frequency vocabulary words. There are 34 units covering situations universally familiar to children, including the classroom, the family, clothes and animals.

Each unit is composed of two full-color, full-page illustrations. The left-hand page is an illustration in which the numbered items are presented in a context. The facing right-hand page presents the same numbered pictures, each in isolation with the word. Thus, the children see each vocabulary item in isolation and in context to ensure comprehension.

Open Sesame Picture Dictionary includes a table of contents and a complete index of vocabulary items. The table of contents gives the name of the unit, the topic of the unit and the page, i.e., "Henry Master's Gym, Verbs, 62." The index presents all the words in alphabetical order, giving both page numbers and word number for that page.

This delightful picture dictionary, with its consistent format and clear and easily recognizable illustrations, is very appropriate for young children. Moreover, the colors of the vocabulary items are clear because they are limited; for example, on page 66 only the couch is red and only the table is green. The contextual illustrations are uncluttered. Clear, uncluttered visuals are important for very young students from kindergarten through second grade.

The Addison-Wesley Picture Dictionary, like the *Open Sesame Dictionary*, features 550 high frequency words, but it also depicts several thousand words. Thus, the Addison-Wesley dictionary is more complex than *Open Sesame Picture Dictionary*. The 550 featured words are shown through pictures and print in two ways. Some words are grouped by initial letters. Others are grouped in scenes that provide a context—an airport, a supermarket, a house, etc.

The change in the format of this dictionary from "letter" pages to "scene" pages can be confusing to some children. The use of two different kinds of lower case letters, for example, on page 5, can be confusing to pre-literate children or to students not familiar with the English alphabet. Other children will find no difficulty with these items and enjoy the stimulation of this more complex picture dictionary.

The Addison-Wesley Picture Dictionary provides a table of contents and index to the 550 words, a preface which contains a general introduction for use of this dictionary, and a separate teacher's guide which gives specific suggestions.

An ESL teacher who teaches kindergarten through sixth grade (or possibly eighth grade) can definitely use both picture dictionaries. I highly recommend the *Sesame Street Picture Dictionary* for young children K through 2 or for older children who have had little or no experience with books and/or pictures. *The Addison-Wesley Picture Dictionary* is better suited to older children above grade three who are literate in their native language. This dictionary is more complex and can be used as a springboard for language development. Further, it is not wise to give beginning level older students the same book as younger children; the older children often feel insulted.

In evaluating both dictionaries, note that features that can be confusing to some children can be stimulating and interesting to other children. As a general rule, young children and older children who are not literate in their native language need a simple, clear, uncluttered dictionary to begin with. However, while this may be generally true, each teacher must judge what is appropriate for his/her students. Elementary ESL teachers are now fortunate to have two picture dictionaries for use in their programs.

And don't be surprised if teachers of native, English-speaking children ask to borrow your ESL picture dictionaries!

About the reviewer: Fay Pallen is an ESL teacher on sabbatical leave from P.S. 54, District 13, Brooklyn, New York.

FOCUS ON THE LEARNER

Continued from page 23

in the next session dealing with motivation. While Susan Holden and Brian Abbs both dealt in general terms with teacher and student motivation, she spoke from a belief that expectations must be satisfied in the teacher and in the student if motivation is to remain high. Abbs rested his case on the belief that "Learners want to communicate across the boundaries of language and culture." While this might imply the usual emphasis on speaking, there was a belief shared by both speakers that students need more emphasis in the reciprocal skills of reading and listening. Annette Capel, from a position that "Language learning is essentially about maximum exposure to and immersion in the target language," made the case for use of authentic material for reading and listening. Topping her list of reading materials in original form was literature, including short stories and poems—even above correspondence, journalism, reports, and similar "functional" reading. It was Monica Vincent (London) who made the fullest case for increasing the intake of students through the listening to and reading of poetry and literature—at all levels from elementary through adult education. Two of her cautions about usual methods remain especially important: we risk "demotivating adult students by the methods or materials we use;" by too exclusive reliance on Asher's Total Physical Response method, we run the risk of alienating those students who from personality or cultural background do not want to share certain feelings in any language, "and certainly not in the public circumstances of a classroom."

In the session dealing with skills for the learner Joanna Gray followed up the previous statements about the importance of listening with relevant data on effective listening in the classroom. And Donn Byrne confirmed the emergence of a new trend away from the almost exclusive emphasis on speaking to an emphasis on listening, speaking, and reading (with writing still getting shortest shrift). Graham White, in discussing business English materials, reminded us of the distinction between fluency and accuracy, noting how each is important, but warned that the teacher needs to make explicit to the students which is being looked for in any given exercise: is it fluency in exchange of information or accuracy in manipulating certain items of the code that is expected?

From her vantage of long teaching experience and the writing of 34 books, Mary Finocchiaro (Professor Emeritus, City University of New York) shared compassionate thoughts about both teachers and students in the session on the place of the teacher, and urged a responsible assessment of priorities in the crucial work of ESL teaching:

> The world, our countries and our communities will survive with faulty pronunciation and less than perfect grammar, but can we be sure they will continue to survive without real communication, without a spirit of community, indeed without real communion among peoples? . . . Seeking the answer is a challenge we cannot, we dare not, refuse to accept.

From her perspective of experience she distilled truly useful lists of what should be the tests of a well-designed curriculum and of what are characteristics of superior teachers. She is notable for espousing a curriculum that moves as quickly as possible from listening and speaking skills to reading and writing; and for reminding us that the student, not the teacher, needs oral practice with the target language; that the approach should be flexible as well as eclectic; that the program should encourage the students to speak about their native culture in English. Of her many insights, there is room here for only one further example. Finocchiaro took a strong stand against statements in the recent literature that there is little that the school or teacher can do about work habits that are ingrained by native traditions or value systems of ethnic groups. Easy blaming of such background conditions for student failure ignores the primary importance of the milieu in which teacher and student interact.

This problem touched upon by Finocchiaro received fuller treatment by David Constable in his study of cultural expectations. From long experience of teaching in Africa, he reminded us just how deeply the usual classroom behavior of a Westerner may be in direct contradiction with the social and cultural expectations of the students. Traditional African teaching revolves about a revered old man dispensing tribal wisdom. Against this, Anglo-Saxon teaching tries to break down the barriers between teacher and taught, and emphasizes activity that is unsuited to the hot climate and the social milieu of other parts of the world. "Is it," asks Constable, "a coincidence that the modern stress on activity was developed in cold climates . . .?" Adding to this cultural gap are the Islamic mode of teaching and learning by rote from the Koran, and

Continued on page 26

Susan, daughter of powerful businessman Preston Wade, is caught in the struggle between her father and the tenants of Tudor Village. Does she help him or her boyfriend Jeff Ryan in the fight?

FIND OUT IN . . .

Jeff, son of Mary Ryan, thinks Preston Wade is responsible for his mother's dangerous accident in the basement of Tudor Village. Can he win back Susan's love and save his home and family from destruction?

FIND OUT IN . . .

Express English: Transitions

The intermediate course of a bold, new communicative series

Linda A. Ferreira

TRANSITIONS meets the diverse language needs of adult ESL/EFL students at the intermediate level. This comprehensive program—composed of a student book, workbook, teacher's edition, and cassette—employs a communicative approach to language teaching that is anchored solidly in grammar practice. Within the framework of a soap-opera-style storyline, the series presents authentic materials generic to the day-to-day tasks, social roles, and life experiences of the learners. For intermediate-level students and "false beginners," TRANSITIONS provides an engaging educational experience.

To request an examination copy, please write Dept. 40201S

NEWBURY HOUSE
PUBLISHERS, INC.
54 Warehouse Lane
Rowley, Massachusetts 01969

Order Department: 1-800-343-1240
In Massachusetts, call: (617) 948-2840
Main Office: (617) 948-2704

ANNOUNCEMENTS

Continued from page 22

THE WRITING INSTRUCTOR CALLS FOR PAPERS

The spring 1985 issue of *The Writing Instructor* will be devoted in part to discussions of the relationship between linguistics and composition. For this issue, the editorial board of *TWI* solicits essays discussing the direct or indirect contribution of linguistics to the theory and teaching of composition.

Deadline for submission is September 15, 1984. Address correspondence and manuscripts to: Sandra Mano, Spring 1985 TWI Editor, *The Writing Instructor*, c/o Freshman Writing Program, University of Southern California, Los Angeles, California 90089.

ATESL CALL FOR PAPERS FOR 1985 NAFSA CONFERENCE

The Association of Teachers of English as a Second Language (ATESL) invites persons wishing to present papers or workshops at the NAFSA Conference (May 28-31, 1985) in Baltimore to submit abstracts on the teaching of ESL at the college, university, or adult level. Since the conference theme, **The Academy and Governments: Policy and Process in International Exchange**, emphasizes cross-sectional interests, papers that concern U.S. or foreign governmental or regulatory aspects of ESL are especially welcome. For details about submitting abstracts (due October 5th, 1984), contact: Ralph Barrett, English Language Center, Michigan State University, East Lansing, Michigan 48824.

$100 OFFERED FOR A FREE SAMPLE OF YOUR WORK!

We are looking for help in collecting "collocational phrases." And what is a collocation phrase? A phrase composed of words that are habitually found together and more frequently than in combinations with other words; e.g. "handsome" is more often found with "man" or "boy" than with "girl" or "woman." I am referring to English that is widely understood all over the world, but regional varieties are not entirely excluded.

Excluded are idioms and phrases usually found as dictionary entries, especially in dictionaries of idioms. Wanted are collocations that have not yet found their way into dictionaries except in the odd illustrative phrase or sentence. Thus, we are not looking for verbal idioms such as "to spill the beans" or adjectival and noun phrases like "full of beans" and "hamburger with the works," but phrases more loosely joined together as in "pork and beans" and "the long and short of it," and "protective" in the following combinations: protective action, protective arrest, protective clothing, coloration, custody, device, equipment, material, tariffs, etc.

In the case of a noun such as "recovery" it may be modifiers we are looking at as well as modifying uses of the noun itself: complete, full, quick, total, world recovery and recovery area, time, technique, etc. For verbs such as "recover," we want not only the commonest objects of the verb, as: recover a fumbled ball, consciousness, damages, one's balance, composure, losses, oneself, one's sight, what is lost, stolen, etc. but also the adverbs, prepositions, etc. that are joined to a verb syntactically, as "to run off a few copies" or "ran out of gas."

We are exploring ways of retrieving dictionary information by new kinds of user input. And since words, like people, are known by the company they keep, one way of finding words in a state-of-the-art dictionary may be via collocational phrases.

About the prize offered. We will pay regular fees when we have put together a team of helpers, but while we are scouting for the required talent, we would like to give the above prize to the one turning in the largest number of collocational phrases, as defined above, before October 31 (as postmarked on your envelope).

Collocations submitted should be from a small section of the lexicon, falling under no more than about ten running headwords on any page of a dictionary of around 50,000 vocabulary entries in the standard North American mass-market (4" x 7") format; e.g. "big" to "big wig," "indoor" to "induction," "rose" to "rosewood" (except these three sections). As much as possible, the collocational phrases should be presented in meaningful contexts, as "protective tariffs against imported goods" which clarifies "protective."

All contributors will be informed by January 1, 1985, if they have been selected to join the team and who won the prize. Send submissions to: Thomas M. Paikeday, Paikeday Publishing, 1776 Chalkdene Grove, Mississauga, Ontario L4W 2C3, Canada.

NORTHEAST CONFERENCE
on the Teaching of
Foreign Languages

PROFICIENCY, CURRICULUM, ARTICULATION: THE TIES THAT BIND

Stephen L. Levy, *Chairman*
Roslyn (N.Y.) Public Schools

32nd Annual Meeting • April 25-28, 1985
New York Hilton Hotel • New York, N.Y.

Make sure to keep a place open on your calendar and in your budget for the Northeast Conference on the Teaching of Foreign Languages. Join the 2,500 other teachers who will be with us in April to see the latest exhibition of texts, audio-visual equipment and materials, teaching aids, and study programs.

In addition to the state-of-the-art pedagogical workshops, there will be literary symposia in the classics, French, German, Italian, and Spanish. For complete registration information on the nation's oldest and largest language teaching conference, write:

Northeast Conference • Box 623 • Middlebury, VT 05753

TESOL

TESOL ANNOUNCES THE PUBLICATION OF

On TESOL '83
THE QUESTION OF CONTROL

EDITED BY JEAN HANDSCOMBE, RICHARD A. OREM, BARRY P. TAYLOR

A PUBLICATION OF THE PARTIAL PROCEEDINGS OF THE 1983 TESOL INTERNATIONAL CONVENTION WITH ARTICLES BY

FRANK SMITH, D. SCOTT ENRIGHT, LARRY F. GUTHRIE, ROD ELLIS, SANDRA SILBERSTEIN, BEVERLEY OLSON FLANIGAN, JOANNE DEVINE, JAMES DEAN BROWN, ANNA UHL CHAMOT, WAYNE B. DICKERSON, KENNETH J. PAKENHAM, MARGOT HAYNES, DAVID P. HARRIS, SANDRA MC KAY, VIVIAN ZAMEL, HARRY KRASNICK, PATRICK E. BUCKHEISTER, JOHN F. FANSELOW, PATRICK ALLEN, MARIA FROHLICH, NINA SPADA, MARY ASHWORTH, ELLIOT L. JUDD, and TOM MC ARTHUR

MEMBERS: $10.00   GENERAL: $11.50

TO ORDER WRITE TO:
TESOL • 201 D.C. TRANSIT BUILDING
GEORGETOWN UNIVERSITY
WASHINGTON, D.C. 20057 USA

A PHOTOCOPY OF THIS ANNOUNCEMENT ALONG WITH A REQUEST OF ACQUISITION TO YOUR INSTITUTION'S LIBRARIAN WILL ASSURE GREATER AVAILABILITY OF THIS IMPORTANT PROFESSIONAL PUBLICATION

[illegible]

FOCUS ON THE LEARNER

Continued from page 24

the understandable suspicion by the natives that learning English may undermine their newfound identity: will learning English make them think like an Englishman, will it continue attitudes of former colonial power? The answer for the teacher, of course, lies in awareness of different expectations, and some kind of workable compromise. While Constable has no final answer, his analysis is genuinely helpful and he asks the right question:

> Should we drop these features because they do not fit learning/teaching styles, or do we persist with missionary zeal because we know, or think we know, that we are right?

If flexibility is a bridge to the cultural gap, it is also an effective mode in any ESL classroom. Guy Aston reported on a study of the classroom use of Italian by teachers in the English program in Italy, finding two highly legitimate uses of the native language. It may (1) enhance communicative reliability in giving instructions; and (2) prove an effective means of maintaining friendly and relaxed relations in the classroom. Focusing on another variable, Robert O'Neill studied three of his students who had quite different goals in studying ESL. He concluded that a flexible core curriculum could give all three the basic language tools which would help them to learn what they needed to know.

These are some of the theories, healthy questionings of the orthodoxies, and sharing of varied experience that marked the conference. It concluded on the practical level of workshops devoted to particular techniques. From these sessions, the work of Carmen Ardonizzo with slides, and that of both Hamish Norbrook and Hilary Maxwell-Hyslop with video provide suggestions we might all find of help. The latter two speakers both emphasized the way in which short items on video can provide training in non-verbal communication, the living gesture language that the students will need to operate in daily life.

The 1983 Bologna Conference is stimulating to read: it must have been exciting to be one of the 2200 participants. The speakers were noteworthy for the international range of their teaching experience. Many of us who do our ESL teaching in the U.S. can learn much from speakers of the calibre and range of the Bologna conferees. Not least can we learn from their persistent questioning of our current orthodoxy (fad?), the whole person, LAD, activity-centered curriculum. Perhaps it is all right to return to more reading and listening, to make more use of natural texts of literature and poetry, and even to stress grammar.

About the reviewer: Donald A. Sears is chair of the Department of Linguistics at California State University, Fullerton, where he supervises master's projects in the TESOL program. His publications include *Aspects of Language* (Harcourt Brace Jovanovich, 1981) and *The Harbarce Guide to the Library and the Research Paper* (Harcourt Brace Jovanovich, 1983).

Reviews

Thanks to Howard Sage for the reviews he has assembled and edited in the absence of Ronald Eckard, who has been on Fulbright leave at Middle East Technical University in Turkey during 1983-84. Dr. Eckard will shortly resume editorship of this page. Please address reviews and/or inquiries to: Ronald C. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101.

MACMILLAN CAREER ENGLISH SERIES:

Business: International Trade by William A. Mundell and Claude M. Jonnard, Consultants; *Business: Banking* by William A. Mundell, consultant; *Hotel Personnel* by James Svatko; *Computer Science* by Richard A. Meyers. 1984. Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 (87, 87, 100, and 90 pp. respectively; $13.00 each, cassette included).

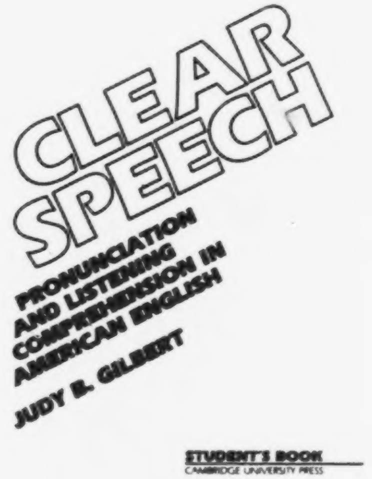
Reviewed by Debra E. Robinson
Lisbon, Portugal

There are the kind of eye-catchers you see at a book exhibit and then, impressed by the titles, thrilled with the seemingly exhaustive list of technical terminology, you buy, take home, and, finally, use only for the glossary. One such book for me was *ELS: Banking English*.

A few years later you run across another book entitled *Macmillan Career English, Business: Banking*. You realize that you've seen this format before. Could it be? Yes, it's the same *Banking English*, the only differences being the publishing dates, one 1966, the other 1984; the photographs, and a unit on Euromarkets replacing the unit on bank inspection. The glossary is nearly unchanged.

Obviously, this book belongs to the Macmillan Career English Series, consisting of 19 titles ranging from *Agriculture* to *Tourism*, all with the same basic design: thirteen to fifteen units consisting of a Dialogue, a Terminology Practice with a definition, three sample sentences for

Continued on page 28


CLEAR SPEECH
PRONUNCIATION AND LISTENING COMPREHENSION IN AMERICAN ENGLISH
JUDY B. GILBERT
STUDENT'S BOOK
CAMBRIDGE UNIVERSITY PRESS

Cambridge ESL

Clear Speech

Pronunciation and listening comprehension in American English

JUDY B. GILBERT

Presents a new approach to listening comprehension and pronunciation through intonation, stress, and rhythm. Clear, non-technical explanations for students accompanied by listening activities and practice exercises.

Student's Book: 28790-1 / Teacher's Manual: 28791-X / Set of 2 Cassettes: 24570-2

Outside the U.S.A. and Canada order from your usual ESL supplier, or in case of difficulty order directly from Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

CAMBRIDGE UNIVERSITY PRESS
32 EAST 57TH STREET/NEW YORK, N.Y. 10022/212-688-8885

ENTHUSIASTIC TEACHER TRAINING EFFORTS LEND AID TO EFL INSTRUCTORS IN ITALY

by Giuseppina Cortese
Università di Torino

Italian teachers of foreign languages, and teachers of English in particular, have been very active over the past ten years. Teacher associations like LEND (Lingue e Nuova Didattica) have been working with unswerving determination to set up for themselves the teacher training resources, as well as other kinds of incentives which the government was not providing. And they have been successful in all of their undertakings. New LEND groups are being started every year, so that more and more teachers, whether from large towns or small districts, can meet on a regular basis and set up a full agenda of lectures and seminars. A number of teachers have been trained at British institutions through British Council bursaries, and have then used their expertise in writing textbooks, contributing to the LEND review and participating in voluntary teacher training. The LEND conference is attended by thousands of teachers; the conference papers are published in a regular series, which also envisages volumes containing the results of study-groups on specific methodological issues.

ANILS (Associazione Italiana Insegnanti di Lingue Straniere) and ATESI (Association of Teachers of English to Speakers of Italian), the latter having lately developed into TESOL-Italy, are other examples of this active interest in the methodology of foreign language teaching. The annual TESOL conference in Rome is attended by a large crowd of teachers, and the TESOL-Italy journal, *Perspectives*, has a wide readership. Both initiatives were set up and developed by that indefatigable leader of the profession, Mary Finocchiaro, whose accomplishments and charisma also attract crowds of teachers in TESOL-Italy regional seminars.

The British Council and USIS (United States Information Service) have been of great assistance to EFL teachers. The language officers of the British Council have traveled all over Italy and offered seminars and training sessions to local groups; through the services of the Council, a number of British scholars come to Italy every year to take part in various conferences, including the Bologna symposium now offered by the British Council on a yearly basis. [See page 24 of this *TN* for a review of the 1983 Bologna proceedings.] Readers of *MET* (*The Modern English Teacher*, published at Oxford) may be aware of the distance training module for Italian teachers of EFL, which was described in the winter 1983 issue. This very interesting and highly innovative project has been designed to cope with the increasing demand for improvement of language teaching methodology amongst Italian state school teachers, and is implemented on a self-access basis. Local voluntary groups work with course materials devised to suit the needs of Italian teachers, while British Council staff offer support as consultants and advisers. Specially selected and trained Italian teachers act as course coordinators, in cooperation with the IRRSAEs, i.e., regional institutes for educational research, training and experimentation.

The PSLS (Progetto Speciale Lingue Straniere) is another successful teacher training project, and the fact that it is supported by the Ministry of Education shows that the Ministry is well on its way to developing teacher training. The EFL section of PSLS now involves a total of 1038 teachers in all Italian regions. The coordinators are Italian state teachers who attend a specially designed six-week intensive summer course in a U.S. university and prepare a syllabus for the in-service training course they will then hold for practising teachers from various school districts. Ten junior Fulbrighters from the U.S. acting as native informants cooperate with the trainers in the teaching of language and American culture. Participation in the program, which is organized in weekly sessions of three hours each, up to now has not involved any release from teaching duties for either trainers or trainees. Another problem is that no formal evalution procedures are envisaged, as participants are merely requested to hand in a balance-sheet at the end of the course. The success of the program, which has reached 5000 teachers, is indicated by the request for follow-up courses coming from participants.

Educational visits and exchanges is an area of interest to FL teachers in which new schemes are being implemented through the cooperation of the Ministry of Education with local educational authorities. Initiatives such as "cultural immersion" programs for British teachers of Italian are indeed helpful in fostering intercultural education, which ought to be the inseparable companion of language education, as pointed out by EFL teacher and Ministry officer M. Grazia Calasso (*Lend*, 1984, 1:20-28).

The situation of EFL has also improved in the universities, where the teaching of foreign language is no longer intended as a mere vehicle for the study of literary texts. English language courses are now offered in many non-literary curricula, and this has brought about considerable interest in ESP. Hundreds of native speakers have been hired as "lettori" to teach the language, and a remarkable amount of research in language and linguistics is underway. What is more important, some of these research projects are aimed at developing teacher training curricula, so that it may be possible for the universities to provide adequate pre-service training in the future. Research in language/linguistics is also encouraged through A.I.A. (Associazione Italiana di Anglistica), whose annual conference features both language and literature sessions. The conference is paralleled by smaller seminars held at various places during the year, of which the English language and linguistics seminar in Arezzo has been particularly successful. This residential seminar is organized by A.I.A. in conjunction with the British Council, and is attended by a fairly large number of EFL teachers from various universities, whose work sessions are both stimulated and supervised by a British scholar. Last year's seminar, assisted by Michael Hoey of Birmingham University, was on discourse analysis; this year the topic will be contrastive pragmatics.

The energy, dedication and enthusiasm which have been invested towards professional improvement in both school and university by Italian teachers of EFL was best described by Dr. Harley Brookes of the British Council in his address to the participants of the 1983 TESOL-Italy Convention: "In no other country in the world that I know of is there such a sustained and genuine enthusiasm for voluntary teacher training at such great personal cost for teachers" (*Perspectives*, 1984, VII, 1:4).

The results of this work are tangible and have led to the foundation of a journal entitled *Problems and Experiences in the Teaching of English*, which is written entirely in English. The journal is published jointly by Nuova Italia and Oxford University Press and it will serve a twofold aim: to reach those Italian teachers who have not been able to become involved in professional activities, and to make the Italian contribution to the EFL debate accessible on an international level.

It may be interesting to conclude this brief overview by mentioning the major current concerns of FL teacher associations in their efforts for constant updating and qualification of FLT methodology in Italy. Teacher training is of course a major issue; as the Ministry, the local educational authorities and the unions are growing interested in the question of *aggiornamento*, it is important to produce constructive opinions on the aims of training programs, their contents and modes of implementation. Emphasis is being placed on the necessity to involve the universities in pre-service preparation of teachers, as well as on the need to provide permanent resource centers for teachers to update themselves on a self-access basis.

Another important issue is the scheme for the teaching of foreign languages in primary schools, which has been put forth in its draft-form by the Ministry of Education. The teachers who have been participating in the ILSSE (Insegnamento Lingua Straniera Scuola Elementare) pilot scheme, as well as a number of methodologists, are vigorously pointing out that the draft-program is inadequate in its methodological formulation, far too vague on the very delicate issue of the resources for specific teacher training, and most definitely wrong in its totally utilitarian-based recommendations to give priority to the teaching of EFL. The plan would not only damage cultural pluralism; it would be a major disservice to FL teaching, which, particularly at primary school age-levels, cannot be geared exclusively to instrumental motivation and would thus be in open contrast with the formative and cultural aims envisaged by a correct methodology of early FL acquisition.

Finally, a third problem which deserves mention is the lack of both vertical and horizontal continuity of language education in the Italian school system. FL teachers are actively involved in the debate over the reform of secondary schools. Their major interest lies with the establishing of close interdisciplinary ties with other subjects, primarily with Italian as L1; at the same time, they are aiming at a better "vertical" coordination of FLT in its subsequent stages in the school system.

Although FL teachers in Italy have done their best to compensate for the lack of institutional schemes for systematic pre-service and inservice training, they are fully aware that much work still needs to be done. As far as EFL teachers are concerned, the most pressing professional needs can be identified as follows: improving language competence, both in terms of fluency/accuracy and the ability to describe the language; getting a firmer grasp of the theoretical implications underlying language teaching methodology.

The overall objective of education, and particularly of FL education as defined by the Council of Europe Project No. 12, is to make learners self-reliant. The prerequisite for this is to have self-reliant language teachers. This—couched in Emersonian language—is, I think, what we are working for in Italy.

About the author: Giuseppina Cortese teaches in the Dipartmento di Scienze del Linguaggio e Letterature, Università di Torino, Via s. Ottario n. 20, 10124 Torino, Italia. She is the current vice president of TESOL-Italy.

CAREER ENGLISH

Continued from page 26

each of the twenty or so technical terms, and a Checkup, a ten-sentence vocabulary exercise of the fill-in-the-blank type. Both the Dialogue and the Checkup are based on the list of terminology in each unit. Tapes of the dialogues are available, in some cases on cassette or reel-to-reel.

On the inside front cover, Macmillan states its intentions for the series: "The Macmillan Career English Series is designed to familiarize the students with idioms and technical terminology in a wide range of professions." I base my review on it.

The range of the series is impressive. For this review, I examined four books: ***Banking, Computers, International Trade***, and ***Hotel Personnel***, but the series also includes volumes on such areas as engineering, restaurants, and medicine. The books will suffice if all you want to do is to familiarize your students with technical terms in their professional fields. However, if the students are expected to learn and use these terms, then much of the teacher's time and energy will be required to develop exercises and activities.

Each of the nineteen units, the publisher asserts, "contains lively, easy-to-read dialogues." Yet the dialogues come off as stilted, dull, didactic, and condescending. They are not spoken English in written form, as are most textbook dialogues, but written English in a dialogue format. If their only function is, as it seems to be, to contextualize the terms in the unit, then it seems that a reading itself would have served better. You'll also have to decide what functions and structures you want to include, since the units provide very little in the way of a grammatical or communicative focus.

The books contain "clear, concise definitions," continues the blurb, and the glossary at the end with the definitions are, in fact, the most useful sections of these books. They can be real time-savers and rescue the teacher from the pain and frustration of compiling, organizing, and then defining endless groups of technical terms. The definitions are clear and simple. They are valuable as supplementary material in an ESP course and also as teacher self-education aids in case, for example, you are asked to teach computer specialists and don't know anything about computers.

The editors also call attention to the self-teaching exercises with answer keys, exercises designed to make sure that a student has "mastered the vocabulary in the unit." Can a fill-in-the-blank activity with ten sentences and ten possible answers (items taken from the terminology list) used only once lead to mastery? How do the students master prefixes and suffixes, true and false cognates, and the grammatical and semantic restrictions for using these items? What about the ten or twelve other terms on the list?

In this area lies the greatest flaw in the series, since vocabulary skills are essential in professional English and are a real trouble area for students.

As an experiment, I gave some of the books to students to look over at home, being very careful, particularly with the volumes on banking and computers, not to express my opinion of the books pro or con. They loved them! In fact, one of my students who works with an Apple computer (the manual is in English) said she wanted to buy the computer volume to study at home and to keep in her office so she could refer to the glossary. Her husband was interested in the book on agriculture, and her boss wanted to see the other books on the list. They found the design of the books practical and comprehensive. Since the dialogues were "read" at home, and the students were not made to repeat them in class, they didn't find them at all contrived or artificial.

And the tapes! What I found to be boring and lifeless abominations intrigued the students because the speakers spoke slowly, enunciated clearly, and were easily understood. In addition, the students were pleased with themselves because they could actually comprehend what was being said, even with the books closed. Giving credit where credit is due, listening to the tapes did help the students fix the terms in their minds, and in the process, gave them a boost of confidence.

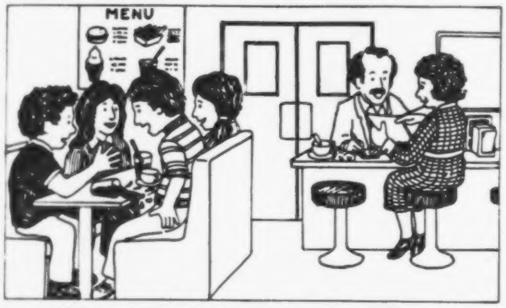
Although these books are not a substitute for a specialized course developed out of a systematic needs analysis, they do have a limited use in exposing students and teachers to technical terms in any given profession. Macmillan seems to have found a neat, packageable format for mass producing ESP books on a wide variety of subjects. Each book contains enough of the technical terminology in the particular field organized in such a way that it's worth buying the books for reference and self-study. Unfortunately, the linguistic and pedogogical content is not sufficient to allow this material to be effectively used in the classroom without an instructor having to spend hours adapting and expanding it.

About the reviewer: Debra E. Robinson is a freelance instructor based in Portugal specializing in managerial and banking English. She previously taught at the American Language Institute in Lisbon.

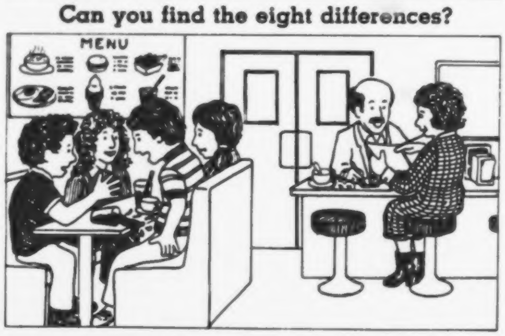
Available from ALEMANY PRESS September 1984

LOOK AGAIN PICTURES
for Language Development and Lifeskills

NEW



Can you find the eight differences?



By Judy Winn-Bell Olsen

A Teacher's Source Book with 22 reproducible picture pairs, detailed notes for the teacher, sample activities for each picture, extensive appendix of sources for lifeskills materials.

- Aids in all levels of language development
- Stimulates class discussion and interaction
- Supplements basal text, or can be used as core text itself

ORDER TODAY
Call TOLL FREE 800-227-2375
CA, AK, HI Call Collect (415) 887-7070

Or send $12.95 per copy plus $1.00 for shipping and handling to:

The Alemany Press
2501 Industrial Pkwy. W., Dept. TAS
Hayward, CA 94594

Many more language development materials available plus reference and resource books by today's leaders in the ESL field. Ask for the latest Alemany catalog.

RESPONSIBILITIES . . .

Continued from page 1

growth of a vast population of teachers, who have conducted their occupation in such a way that it has become in all essential respects a *profession*. A profession possesses certain attributes that are not shared by all occupations. These attributes are:

1. **Selective entry:** Not all those who wish to become teachers are necessarily accepted, and a number of minimum requirements are set—as to age, level of education, personality, emotional maturity, command of the language being taught, etc.—which have to be satisfied before an individual is accepted for training.
2. **Mandatory training:** Although in the past many teachers received no preparation for the task, nowadays training is becoming mandatory in most countries before a person is permitted to teach.
3. **Intellectual/practical balance:** In common with most branches of education, the EFL/ESL teacher is required not only to be able to master the practical skills—the craft and art of teaching—but also to have some understanding of *why*, and to share with teachers everywhere a common intellectual base. In this respect, EFL/ESL is more like medicine or architecture or engineering, but not like physics or astronomy (mainly intellectual) nor like tailoring or truck-driving (mainly practical).
4. **International inter-dependence:** The ideas, principles, methods, problems of EFL/ESL occur in every country; in a very real sense the profession is international.
5. **Standards:** A profession establishes standards of achievement, excellence, success, which its members are required to reach, to maintain and eventually to improve. In EFL/ESL, standards are first set through teacher training—which, increasingly, is renewed at intervals throughout the teacher's career.
6. **Social responsibility:** It is a feature of professions that they serve important social needs and contain a large element of service to the community—education is a general example and EFL/ESL is an obvious special case.

Once a profession is established, its members always create opportunities for mutual support, for the exchange of views, for solving shared problems. A major device for doing this is through the formation of professional associations at local, national and international levels. TESOL is such a device, and in terms of ESL/EFL it has by far the biggest membership. So TESOL is a part of the mechanism of the *profession* of teaching EFL as is IATEFL.

INTERNATIONAL EXCHANGE

News items for this page should be sent to Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh, Scotland EH8 9DP.

The Nature of English as an International Language

Teachers of English as a second or foreign language are inescapably affected by changes in the nature and role of English. The critical changes that have taken place in recent years are probably these:

1. the huge spread of English, now used by some 700 million people, of whom only 300 million are native speakers, thus changing the status of the language from being overwhelmingly the "possession" of its native speakers to being predominantly an international language supplementing the mother tongue of those who use it;
2. the great accompanying diversity of English, with hundreds of "Englishes" in use, many of them mutually unintelligible, yet all classifiable into one of two sets representing the two branches of present-day English: "British English" or "American English";
3. the underlying unity of English, as used and taught by EFL/ESL teachers worldwide, through the shared use of the same (grammatical) dialect and core lexicon, local identity being conveyed by (a) affinity to either British or American English, (b) local embellishments and expressions, (c) a particular accent.

In addition, the spread of English has led to its global use not only for the shared purposes of societies of people—native speakers and non-native speakers—but for the "non-ethnic" purposes of certain major activities, such as science, international aid and administration, pop music and the global entertainment industry, aviation, shipping, etc. Consequently the spread of English has created a great diversity of forms but at the same time a growing range of purposes and uses for which the language is used.

Traditionally, the learners of English have assumed that the teachers would help them to "learn English"; the notion that there might be alternative forms or uses of English to be chosen from, some more appropriate to their needs than others, is only now gaining ground. Teachers have to make the choice for the learners. Only we teachers know in most cases, whether "general English" or ESP or some other variation is appropriate, whether a native-speaker target is educationally justified (as in Japan or the Soviet Union) or whether it is now becoming unsuitable (as in India, in Africa and increasingly in Europe).

Teachers' Associations

Professions always set up associations of their members. These professional associations take upon themselves a number of functions, but also a set of responsibilities. The functions include: *the exchange of information* between members, concerning problems, solutions, successes, new ideas, etc; the *mutual support* of members, especially those who have newly joined the profession; the establishment of *corporate attitudes* towards the work of the profession; internal *morale-boosting* and external *public relations*; the management of *relationships with society* and with government; the initiation and support of *professional activities*, particularly by way of conventions and conferences, seminars, workshops, etc; the encouragement of in-service *staff development* throughout the careers of its members; the *promotion of research* and the dissemination of its results by publication.

The responsibilities are two, above all: to respond to needs and changes in society; and to ensure the continuation, development and advancement of the profession.

TESOL and IATEFL

At the international level, there are of course two major EFL professional associations: TESOL and IATEFL. To state the obvious facts, IATEFL is slightly older, smaller in membership, based in Britain; TESOL is much the bigger, and is based in the United States.

There are, however, two less obvious but equally important differences between TESOL and IATEFL, differences which make them complementary to each other.

- TESOL "represents" to the global ESL/EFL profession the American branch of the English language family; IATEFL by contrast "represents" the British English branch. And each resides in a different culture.
- In terms of pedagogical attitudes and intellectual bases, TESOL reflects American thought and practice; IATEFL reflects British (including Canadian, Australian and New Zealand) and also largely European, thought and practice.

To the EFL teacher who is non-American and non-British, the similarities between American and British teaching seem more important, and the differences unim-

Continued on page 30

RESPONSIBILITIES . . .

Continued from page 29

portant—fortunately. But the differences are there. A large and increasing number of teachers seek to benefit from both, and to keep in touch with American language, culture and ideas through TESOL and British language, culture and ideas through IATEFL. Each provides full professional coverage, though with its own "flavour."

Already in many countries there are branches of both TESOL and IATEFL. As chairman of IATEFL it will be my hope and intention to stress their ***mutuality***, and to encourage all professional activities put on by the one to be normally open to members of both associations. Who knows, in some countries it may even seem sensible to work towards a single subscription for membership of both associations—though not to merge the associations themselves.

TESOL and IATEFL activities are increasingly generated in overseas countries, by overseas members, rather than provided, as largesse, from the U.S. or Britain. This is, in my view, not only a desirable change but one which is absolutely essential for the future, since it reflects a fundamental change of relationships between the native speakers and the non-native speakers of English.

Native and Non-Native Speakers of English

Professionalism in EFL first developed in Britain and the United States; later this expertise was passed on to teachers of English in other countries. But that process originated at a time when three conditions were very different: (a) there were far fewer English-users in the world—perhaps a total of 450 million, 300 million of them being native speakers; (b) at that time, too, colonialism still had its manifestations even in enlightened quarters within the educational world; "we possess something valuable that we will pass on to you;" (c) furthermore, the vast majority of learners and teachers of English took it for granted that their success was measured by how closely their English resembled that of the native speaker, American or British.

All these conditions have changed. Now, the considerable majority of English users are non-native speakers, so that English is overwhelmingly an international language, not a national one; colonialism in education is dead, and English teaching has a new dignity in overseas countries; in many regions the most acceptable form of English (referring to "educated usage") is that of educated people from that region, not of native speakers, American or British.

Lessons for TESOL and IATEFL

Speaking personally, these new circumstances continually remind me both of what TESOL and IATEFL *are* and also of what they are *not*:

- They are *not* associations only of native speakers of English, nor do the native speakers have any special categories of membership;
- they are *not* organisations for the furtherance of a native-speaker model rather than a non-native-speaker model in all circumstances, regardless of the sociolinguistic facts in a given society;
- they are *not* organisations for the promotion of American English at the expense of British English, or vice versa;
- they are *not* a means of imposing American or British ideas upon Mexicans, Nigerians, Filipinos, Singaporeans, and so forth.

What *are* TESOL and IATEFL, then?

- They are a means of mutual support in professional matters for teachers of English everywhere;
- between them they constitute a powerful professional organism representing in global terms a major branch of human education;
- they reflect the two complementary branches (British and American) of EFL and ESL, while enabling teachers from any part of the world to contribute on a basis of equality of membership of their association;
- their task is to facilitate, promote, respond, catalyse.

Conclusion

1. Our profession is passing through a period of enormous speed and excitement of development. TESOL, like IATEFL, is well placed to respond and adapt to changes, and to continue the leadership of the profession.

2. The profession, like the huge and still-expanding global community of users of English, includes both native speakers and non-native speakers of the language: all of them can participate in the profession, and draw support from it, through membership of IATEFL or TESOL—or both.

3. These two great associations are equal and complementary. Their mutual experience, and their separate and shared activities, will help the profession on its way forward to further improvement in promoting effective learning and teaching of English.

Cambridge
July 1984

INTERNATIONAL COOPERATION

Continued from page 1

changes have created an increasing awareness of the international function of our organization to the extent that concern for the "internationalization of TESOL" has become the main focus of attention in our thoughts and professional activities.

In this context, the term "internationalization" can be interpreted in many ways. To me, however, it simply means full and constructive cooperation among various TESOL affiliates and other ESL/EFL organizations around the world in such a way as to lead both to an enrichment of domestic programs and to the creation of genuine communication and communion among nations and ultimately to world peace. Such cooperation requires full attention to, and general agreement on, four essential points, which I would like to enumerate and explain below.

1. The first step toward a genuine international understanding is an awareness of the dazzling diversity of cultural expression around the world and the dramatically increased interdependence between nations. This theme of interdependence has, of course, many variations, but a short glance at the economic structure of the world today reveals that there can be no radical independence in the life of any modern nation. Leonard Silk, in an October 29, 1982, *New York Times* article wrote:

> The greater interdependence of the world economy has made it more difficult than ever for a single nation, even the United States, to act alone to attack one problem to the exclusion of the other. In using tight money and high interest rates to stop inflation, the [Reagan] Administration caused unemployment to rise not only at home but also abroad, as other nations raised interest rates to protect their currencies.
>
> High rates in the United States also made the dollar so dear as to hurt American exports, engendering pressures for protectionism. High unemployment worldwide endangers the entire economic and monetary system.
>
> Likewise, for a single nation to try to attack unemployment simply by stimulating internal demand can also be perilous, as the Carter Administration found in 1979 and the Mitterrand Government in France and the Trudeau Government in Canada have since learned. Solving unemployment and inflation together will require greater international policy coordination.[1]

In view of such an interdependence, it is obvious that world peace depends upon an ultimate increase in international understanding.

2. Second, the single most important key to success in creating international understanding lies in breaking the language barrier between nations. A recent report of the National Assembly on Foreign Language and International Studies puts it this way:

> International understanding and language proficiency have become essential in an interdependent world, where each country's survival depends on its ability to understand and cooperate with other nations. Issues of peace, economics, and global harmony hinge on the strengthening of ties among people of diverse cultures. International trade and domestic employment, energy resources and foreign markets, diplomacy and cross-cultural interactions all require

Continued on page 31

INTERNATIONAL COOPERATION

Continued from page 30

> greater understanding of how other people think and live. International understanding and cooperation become as pragmatic as redressing the balance-of-payments deficit, as humanitarian as dealing with global hunger and disease, as crucial as avoiding war, and as humanistic as promoting a world of fully educated women and men.[2]

The creative potential of language as a means of building bridges of understanding between peoples of diverse linguistic background has been dwelt upon by a large variety of language scholars. Our own linguistic experience in the United States offers ample reason to view language teaching as a most powerful force which can help create the mutual understanding necessary for people to function constructively and beneficially in a multi-cultural world. Indeed, the writings of such scholars as William Riley Parker, Charles C. Fries, and others have provided the language profession with a philosophy of language teaching which singles out the ultimate function of our profession as an attempt: "To achieve an understanding as complete as possible, between people of different linguistic backgrounds."[3] We are now in a position to insist that learning a foreign language is a "liberalizing" experience because it serves to free one from the shackles, the restraints, and barriers imposed by such limitations as confinement to a single language.

3. Third, while it is our belief that every language in the world can effectively help to build an emerging international order, the English language has a unique significance in this regard. For by any criterion, English is the world's most widely *used* language, whether as a *native* language, as a *second* language, or as a *foreign* language. It is, indeed, the closest thing to a lingua franca around the globe. In this context, it is important to emphasize that although "the mention of the English language may at once remind us of England on the one hand, or cause association with the might of the U.S. on the other, it carries *less* implication of political or cultural specificity than other living language."[4] As Peter Strevens just explained, the status of the English language has changed "from being overwhelmingly the 'possession' of its native speakers to being predominantly an international language supplementing the mother tongue of those who use it."[5] In other words, English today belongs to anyone who uses it, or teaches it, and there is not a single nation in the world which is not in one way or another involved in using this international medium of communication. Thus all the ESL/EFL organizations from around the world have the ***equal*** responsibility of using English language instruction as a humanistic vehicle which contributes to the achievement of unity, harmony, and world peace.

4. Finally, to succeed in our humanistic mission, it is of the utmost importance to keep always in mind that English language instruction is a highly professional activity, requiring specialized preparatory education. The mere fact of being a fluent speaker of English is not enough. Teaching and learning a second language is different from teaching and learning a native language. Thus the key element is the *teacher*. This professional is the heart of the program—the child's lifeline, an intermediary between the child's parents' world and the world of the school. *Teacher education is the heart of the matter.* In this connection, we must constantly and consistently emphasize the traditional distinction between "training" and "education." We have rejected out of hand the behavioristic, Skinnerian model which treats people like robots who can be programmed or like rats in a maze. We must refuse to accept models of teacher education which perceive the teacher primarily as a technician. We prefer and advocate a model firmly rooted in the humanistic tradition in which the preparation of teachers and supervisors includes a sound general education, in addition to academic specialization and professional education. Only truly qualified teachers of ESOL who have completed coursework in linguistics, anthropology, sociology, psychology and methodology—or have achieved analogous competence and acquired proper attitudes through experience or other means, and have thus developed an understanding of the customs and values of other peoples—can effectively respond to the need for the creation of genuine communication and communion among nations.

Conclusion

The humanistic philosophy of language teaching as explained above is by its very nature a philosophy of unity and joint efforts. It demands planned integration of interrelated organizations and affiliates. The proliferation, duplication, and internecine conflict which sometimes develops among organizations consumes energy and displaces constructive programs needed for development of an effective profession. We must try to prevent this waste of energy and establish, instead, fraternal ties in order to create the unified professional entity necessary for the achievement of the humanistic goal of our profession.

In this regard, an encouraging sign is to be found in the professional organizations of English teachers which have come into existence in various parts of the world. This is particularly true of TESOL and IATEFL, the two major EFL professional organizations. Peter Strevens' presentation here tonight was ample proof that TESOL and IATEFL share many views concerning the international role and concerns of our profession. Both these organizations agree that the only road to success in our humanistic attempts lies in being united in a rich and abiding fellowship—the fellowship of all those committed to the teaching of English. The essential bond of our discipline is the English language and what has been written in the language. It is through the English language and its literature that we are bound in fellowship with all who teach English throughout the world. For the sake of peace and general prosperity, let us continue to think in terms of the profession's collective future and try to strengthen the unity among all professionals and the organizations which represent them.

---

[1] Quoted by Charles J. Ping, president of Ohio University, In "The Search for International Community and Education for Interdependence," November, 1982.

[2] *Toward Education with a Global Perspective*. A report of the National Assembly on Foreign Language and International Studies, p. 1.

[3] Charles C. Fries, "American Linguistics and the Teaching of English," *Language Learning*, VI: 1-2 (1955, p. 10).

[4] Randolph Quirk (and others), *A Grammar of Contemporary English*, Seminar Press, 1972, p. 6.

[5] Peter Strevens, "Colloquium on the International Role and Concerns of TESOL," TESOL Convention '84

NEW JOURNAL ON LANGUAGE TESTING AND ASSESSMENT LAUNCHED

The first issue of *Language Testing*, a new journal to be published twice a year by Edward Arnold, Ltd., appeared in July 1984. The editors are Arthur Hughes and Don Porter of the Department of Linguistic Science of the University of Reading, England. *Language Testing* will include major articles, reviews of tests, book reviews and news of relevant meetings and conferences for researchers and practitioners in EFL/ESL testing, mother tongue testing, assessment in child language acquisition, and language pathology. In North America, *Language Testing* is distributed by Cambridge University Press, 32 East 57 Street, New York, NY 10022. Subscription rates are: $42 for institutions, $30 for individual subscriptions for personal use; $24 for individual members of TESOL; and $25 for single issues. For subscription information outside the U.S. and Canada, write to: Edward Arnold Publishers, Ltd., 41 Bedford Square, London WC1B 3DQ.

CALL FOR PAPERS: SIMULATION AND FLL

A special issue of *System* (the *International Journal of Educational Technology and Language Learning Systems* edited by Norman F. Davies and published by Pergamon Press) is being planned on the use of simulation techniques in FLL (foreign language learning). The basic aim of the special issue will be to make a step towards bridging the present gap between (non-FLL) simulation techniques and foreign language methodologies.

Contributions should be both theoretical and practical in scope, with an emphasis on the latter, and might deal with such topics as: languages for specific purposes; syllabus considerations; follow-up activities or debriefing; language content; computer simulations; using video; design; and research findings.

Potential contributors to this special issue should write to: David Crookall, University of Toulon, Lot J d'Arc 33, 83220 Le Pradet, France.

Send two copies of an outline containing (in no more than 200 words): a) a provisional title, b) a clear plan, c) a concise summary of the main arguments, points or considerations, and d) the probable length.

Macmillan ESL
A program for every level

REACH OUT
WHAT?
NEW ROUTES TO ENGLISH
INTERMEDIATE SKILLS
STUDENT BOOK FOUR
Computer Science

PLUS:

- Graded Readers
- Writing and Grammar
- Speaking and Listening
- Survival Skills
- Adult Basal Programs
- Teacher Resources
- Supplementary and Audio-visual Materials

Write for our catalog:
MACMILLAN PUBLISHING COMPANY • SCHOOL MARKETING • 866 THIRD AVENUE, NEW YORK, NY 10022

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

Officers 1984-85

President
Charles H. Blatchford
3901 Bannister Road
Fair Oaks, California 95628

First Vice President
Jean Handscombe
North York Board of Education
Toronto, Ontario M2N 5N8

Second Vice President
Jean McConochie
Pace University
New York, New York 10038

Executive Board: **Penelope M. Alatis**, Francis C. Hammond Jr. High School, Alexandria, Virginia; **Jeffrey P. Bright**, City College of Chicago, Chicago, Illinois; **Marianne Celce-Murcia**, University of California, Los Angeles, California; **JoAnn Crandall**, Center for Applied Linguistics, Washington, D.C.; **John Haskell**, Northeastern Illinois University, Chicago, Illinois; **Holly L. Jacobs**, Marietta, Georgia; **Elliot L. Judd**, University of Illinois at Chicago, Chicago, Illinois; **Darlene Larson**, New York University, New York, New York; **Penny Larson**, San Francisco Community College Centers, San Francisco, California; **Lin L. Lougheed**, Instructional Design International, Inc., Washington, D.C.

Executive Director: James E. Alatis, Georgetown University, Washington, D.C.

Executive Assistant: Carol LeClair, Washington, D.C.

Development and Promotions: Aaron Berman, San Francisco, California

Convention Coordinator: Rosemarie Lytton, Washington, D.C.

Acting Editor, TESOL Quarterly
Stephen J. Gaies
University of Northern Iowa
Cedar Falls, Iowa 50614

Editor, TESOL Newsletter
Alice H. Osman
F. H. LaGuardia Community College, CUNY
Long Island City, New York 11101

Editor, Convention Daily
Jerry Messec
Florida State University
Tallahassee, Florida 32306

TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*. **Annual membership rates:** Regular membership, $33; Student membership (for those engaged in at least half-time study), $16.50; Joint membership (two-member household), $49.50; Institutional membership, $49.50; Commercial membership, $165; Paraprofessional, Retired, Unemployed or Volunteer membership, $16.50. **Additional mailing fee:** Foreign surface mail add $5 or foreign air mail add $15. Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL Central Office, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Telephone: (202) 625-4569. **For change of address** or other information, write to TESOL at the preceding address.

TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 U.S.A.
TESOL NEWSLETTER • VOL. XVIII, NO. 4, AUGUST 1984

TESOL'85

19th ANNUAL CONVENTION
APRIL 9-14
NEW YORK HILTON

Program Chair: Jean McConochie
Pace University—TESOL '85
New York, New York 10038, U.S.A.

Associate Chair: Cathy Day
Eastern Michigan University—TESOL '85
Ypsilanti, Michigan 48197, U.S.A.

NON PROFIT ORG.
U.S. POSTAGE
PAID
Bloomington, Ill.
Permit No. 16

TESOL NEWSLETTER

SPEECH DELIVERED BY TERREL H. BELL
U.S. SECRETARY OF EDUCATION

AT THE 18TH ANNUAL CONVENTION
TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
HOUSTON, TEXAS — MARCH 7, 1984

Volume XVIII Number 4 Special Insert Series August, 1984

THE IMPORTANCE OF LANGUAGE COMPETENCE IN EDUCATION

by **Terrel H. Bell**
Secretary of Education
The United States Department of Education

INTRODUCTION

In the now famous "A Nation at Risk" report issued just ten months ago, the National Commission on Excellence in Education stated, "All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment and to manage their own lives, thereby serving not only their own interests but also the progress of society itself."

The report went on to cite some disturbing findings, among them that 23 million Americans are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension: and that functional illiteracy among minority youth may run as high as 40 percent. The Commission then made several recommendations for improving American education, with four years of English as the number one curriculum priority for all high school graduates.

During the past year other notable commissions and task forces have also reported that in order to take part in our democratic society, a person must be literate in the English language. "A Nation at Risk" defined these skills as the ability to comprehend, evaluate, and use what is read, the ability to write well-organized, effective papers, and to listen effectively and discuss ideas intelligently.

For monolingual English speakers, that in itself is a difficult task. But it pales in comparison to your job of teaching these essential skills to speakers of other languages. Those involved in this worthwhile endeavor in this country are playing a vital role in the current reform and renewal of American education. Meeting the language and communication needs of our diverse population means the difference between limited opportunities and productivity, dependency and the chance for full participation in our national life.

I'd also like to salute the TESOL participants from abroad, our education partners on this great planet we share. You are building bridges of communication and understanding that underscore the common linkages of our world-wide community. All of you together are making a significant contribution to individual well-being and what the Commission called "the progress of society." And I just hope that out of the current interest, excitement and renewed determination to reform and renew American education we can begin to do something about the very limited and deficient condition of language instruction in the United States. I hope you will all join me as we strive and as we struggle to make a change in this aspect of American education.

NEED

Everyone in education today is facing an enormous challenge to respond to the national outcry for an upgrading of academic excellence. Governors, state legislators, and school administrators are addressing the problems of their various states and responding to the call with effective leadership. The early signs are quite promising, and I believe we are indeed in the midst of a great renaissance in American education.

We must not, however, get too caught up in one challenge at the expense of another—I refer to the changing face of our nation by the dramatic growth of language minority populations.

Three decades ago, 24 of the nation's largest school districts had white English-speaking majorities. By 1980, only two did.

In 1980 we found that more than 50,000 language minority youngsters attend schools where they are a majority of the student body.

In 1982 we found that one-fifth of America's language minority students live in neighborhoods where English is the minority language. Consequently these students have limited opportunities to learn English outside the classroom.

During the six-year period from 1976 to 1982, the number of language minority children increased by 27 percent, while the number of all other school-age youngsters declined by 13 percent. If these same trends continue to operate for the next six years, nearly a quarter of all school-age children will be language minority in 1990.

Unintentional benign neglect may have been possible when the percentage of minorities was

Continued on page 2

THE IMPORTANCE OF LANGUAGE COMPETENCE

Continued from page 1

[redacted]

small. No state can reasonably expect to neglect any proportion of its youth. No state can be taken seriously in any plan for academic excellence unless the needs of the language minority population are a major component of that plan.

The changing composition of our nation underscores the increasing value of your profession to the future of our nation. The motives for providing effective educational programs for language minority students will be neither political liberalism nor noblesse oblige—it will be enlightened self-interest. These populations will make up major portions of every community, and they must be given the tools to be successful, productive, contributing members of our society. And there's only one way that we're going to do that—by strengthening all that you strive to do in TESOL.

PROGRAMS AND INITIATIVES

English as a second language is an integral part of bilingual education, which now receives $139.2 million in Federal funds under Title VII of the Elementary and Secondary Education Act. The administration would like to broaden the current definition of bilingual education to include a range of instructional approaches for helping language minority students develop competencies in the English language. Legislation has been proposed which would make it possible for ESL programs to stand alone and still be eligible for Title VII funds. The idea is to give local school districts flexibility to construct a program using one or several approaches that they consider most appropriate for the youngsters in their community.

Our fiscal year 1985 budget proposals reflect our concern for local discretion. We are proposing to level-fund Title VII at $139.2 million, and to allocate a larger proportion of the money to states and local school districts. For instance, a district may decide to use any increase in project funds to hire additional ESL or bilingual teachers, or to provide them with more in-service training opportunities. We recognize and value the kind of expertise you have developed as professionals. We believe that those of you who are trained and licensed in ESL methodologies and techniques should play an increasingly significant role in determining how best to meet the needs of this special population, and I hope we can be reaching out to you. I'd like to see the day when we could be doing it with more than words—with some financial support and some genuine assistance. How you've struggled with precious little to struggle with leads me to want to work even harder to move along in that direction.

A continued Federal role for bilingual education—whatever the effective instructional approach might be—underlines our concern and commitment for helping youngsters gain proficiency in the English language. I express my admiration and respect for you and for your commitment in that regard.

As educators you are all keenly aware that evaluating education programs is an inherently difficult proposition, and the studies conducted to date in this area have produced inconclusive and conflicting results. The Department is now hoping to evaluate a variety of approaches and programs serving language minority students with limited English proficiency in order to know a good deal more about the condition under which various methods are most effective. I hope we'll be able to work with you and to make some grants to some of you and some of your institutions and schools so you can help us in developing those.

Your influence and impact on our citizenry extends well beyond the usual school-age population. Many of you here are teaching or conducting programs of basic English and life coping skills to adults with limited English proficiency. They are often impoverished and uprooted immigrants who must cope with many difficult transitions to their adopted country. For them, ESL can be the passport to freedom, for it enables them to qualify for jobs, feed their families, and gain the dignity and self-respect that comes when economic security is realized and hope is restored.

Altogether nearly 2.3 million men and women in every state and territory are enrolled in adult basic education courses funded under the Adult Education Act. Some 600,000 of the participants, or 26%, have limited English proficiency and are taking ESL or bilingual education courses in their adult education programs.

Some 2,000 adults are receiving help through another Department program—Bilingual Vocational Training—a very small number but significant if we can proceed to enhance and strengthen and expand that funding. The goal of the program is to give limited English proficient adults the tools to be more employable by teaching occupational skills needed for specific vocations as well as the English vocabulary and concepts needed for the trade. Two teachers work as a team, one offers ESL lessons, the other teaches the job-related skills. Project managers and instructors have a lot to be proud of—graduates of the program have had remarkable success in finding jobs and advancing to positions requiring more English competence.

The Department is also deeply involved in the nationwide effort to promote functional literacy for our entire adult population. When President Reagan announced the initiative at the White House last September, he said: "If we are to renew our economy and protect our freedom, we must sharpen the skills of every American mind and enlarge the potential of every American life. Unfortunately, the hidden problem of adult illiteracy holds back too many of our citizens and, as a nation, we, too, pay a price."

An estimated 23 million Americans are functionally illiterate. Approximately 2.3 million adults join the pool each year, including immigrants and refugees. Most of them are undoubtedly speakers of other languages, and so they're a treasure to us in many ways. If we can help them master English, perhaps they can help us in our terrible monolingual condition.

To combat this devastating national problem, the Department is reaching out on a number of fronts:

Continued on next page

James Alatis, Terrel Bell and Darlene Larson at the 18th Annual TESOL Convention in Houston, Texas.

- We are providing initial funding to the coalition on literacy for a national awareness campaign to recruit literacy volunteers and encourage private sector funding of literacy projects. The Coalition will maintain a toll-free number with a computer data base of local literacy programs.
- The National Institute of Education is sponsoring a major new research and development effort to improve literacy instruction for adults. One of the goals of the National Adult Literacy Project is to identify effective programs and techniques and make them available to other practitioners. The contractors will examine a variety of ESL models and provide information about the practices and instructional materials that have been most successful—and that many of you professionals here have developed. And we need to be spreading those resources and capabilities throughout the country. I emphasize to you our determination to do that and to capitalize on the outstanding research and development work that you've done.
- We are asking Congress for additional College Work-Study money in 1985 to include students in our effort, and we are promoting student involvement through literacy training experiences on college campuses—using the idealism and the natural desire of our college students to want to serve others. We hope that we can use that and funding through the College Work-Study Program to render a great deal of assistance in this regard. As many of you are well aware, adult illiterates are a bit embarrassed about going to a school where young children attend to receive tutoring, and we are being quite successful in getting a number of outstanding colleges and universities to join us in this college work-study effort and to recruit the functionally illiterate adults to receive tutoring on college campuses. We hope that such programs will continue to move ahead from their pilot bases and be even more successful than they are already.
- The Department is also sponsoring a number of national meetings to bring together scholars and experts in literacy instruction. The first conference was held in Washington early this year and we had a chance to hear from many experts in ESL literacy. They presented papers that brought to light many of the barriers faced by ESL literacy students and the enormous challenges in this area of your profession: teaching English to students who cannot read or write in their native language, whose written language is non-alphabetic, or whose language has no written form.

We will have a chance to hear from more of you as we convene future meetings to explore the best ways to erase adult illiteracy from our country, and I hope we're going to see great inroads to this horrendous problem in the days to come.

FOREIGN LANGUAGES

I wish to call your attention to another Commission recommendation with far-reaching implications: The recommendation that all college-bound high school graduates complete two years of foreign language training at the high school level. I would hope that that would happen after these youngsters had had several years on the elementary and middle school level so that they would really have some mastery and some depth in language. The Commission stated: "Achieving proficiency in a foreign language ordinarily requires four to six years of study and should, therefore, be started in elementary grades. The study of foreign languages introduces students to non-English speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the nation's need in commerce, diplomacy, defense, and education."

I believe that carrying out this recommendation is absolutely crucial in our quest for academic excellence. And I'm concerned that this particular recommendation is still not being pursued aggressively enough and I hope we can be successful in pounding home to those that are the decision makers that we move forward more aggressively in language instruction. Events around the world affect our daily lives as never before, global interdependence has accelerated at an unprecedented rate. We are simply paying too high a price for our cultural and linguistic isolation. It's emphasized in the Commission report that we're one global village, and I noticed that emphasized here by the Chancellor [in the welcome address by Chancellor Alexander

Continued on page 4

Remarks by Darlene Larson

Continued from page 2

[illegible]

Continued on page 4

THE IMPORTANCE OF LANGUAGE COMPETENCE

Continued from page 3

F. Schilt of the University of Houston-Downtown]. I join him in saying we need to press more aggressively in language instruction in our classes.

Shortly after the Commission report was issued I asked the National Advisory Board on International Education to examine the status of foreign language and international studies in the United States and to put forward recommendations for their improvement. I asked the board to move quickly so that State legislatures could address these concerns when they addressed other changes needed to upgrade education.

The report, presented to me just last month, contained dismal findings about the current situation. Encouraging trends, however, are appearing on the horizon.

Entitled "Critical Needs in International Education: Recommendations for Action," the report states:

"Our nation's indifference to foreign languages and cultures is unique among the advanced industrial countries and our performance in these areas lags behind that of many developing countries."

The report continued by offering 19 recommendations for action. I'd like to highlight just a few:

- Local school districts should provide every student with the opportunity to begin the study of a foreign language in the earliest years of formal education and to continue study of the same language until a functionally useful level of measured proficiency has been achieved.
- Colleges and universities should require demonstrated proficiency, not the mere accumulation of credit hours, in a foreign language for both admission and graduation. Such proficiency should be based on national standards currently being developed by the profession, and should measure at various levels the ability of the student to speak, understand, read, and write the language.
- To meet the language training needs which will arise from enhanced programs at the elementary and secondary levels, colleges and universities should develop advanced curricula and materials in the commonly and uncommonly taught languages.
- Each State which has not already done so should develop a comprehensive plan for improving the quality of teaching and learning foreign languages and international studies. States should work closely with local officials to determine what needs exist at the local level and within individual schools.

The good news is that both the States and higher education are beginning to take note. At the forefront is New York, which is proposing mandatory foreign language requirements in 1985, including a proficiency examination for 9th graders in reading, writing, speaking and comprehension. Instruction is to begin in the elementary grades. Other states are now experimenting with specialized international high schools and more are being considered around the country. Some 70 colleges and universities have recently reinstated foreign language qualifications for entry or graduation.

The importance of multilingual competence and international awareness were expanded in terms of our national security and economic well-being. Consider the following:

- International trade now accounts for 22% of our gross national product, compared with 11% in 1970 and just 5% before World War II.
- One out of five Americans now depends on international trade for employment.
- Every third acre of farmland in the U.S. produces for export.
- Campaigns advertising major American products have bombed in several foreign countries due to ignorance of language usage or insensitivity to cultural implications.

Pervasive global issues are destined to play a larger role in our daily lives, our future, indeed, our survival. If we expect our students to cope effectively in the world of today and tomorrow, it is incumbent upon the schools to shape a curriculum that reflects the unity of our world and the interdependence of the nations and people on this planet.

The gravity of the situation has particular significance for speakers of other languages. As we emphasize the very important responsibility of teaching English to our language minority population, we must be careful not to imply that we wish in any way to ignore or eliminate their foreign language competencies—on the contrary! We consider these a rich heritage! It would certainly be illogical and hypocritical to step up efforts in foreign language and international study, and at the same time allow these skills to erode within our foreign language community; those individuals who express concern about teaching foreign languages because they think this will cause dire consequences and those who attack bilingual education merely express, in my opinion, their own lack of awareness, intelligence and sophisticated concern about the kind of world we live in.

The cultural and linguistic diversity of the American people is a great national resource that deserves serious and renewed recognition as we seek to ensure our place in the world. We are underutilizing the language capabilities and cultural perspectives of our rich ethnic populations. Their talents are urgently needed for the specialized roles increasingly required to conduct international business, trade, and foreign affairs. And they can be a tremendous asset to the schools as global learning and language study take on the higher priority so necessary for the enhancement of American education.

[redacted]

[redacted]

Vol. XVIII No. 5 **Teachers of English to Speakers of Other Languages** **October 1984**

WHAT'S YOUR OPINION?: SURVEYS AND SECOND LANGUAGE LEARNING

As one of six panelists in a TESOL '84 colloquium on current events, Joyce Zuck discussed student surveys and their usefulness in the development of self-assessment strategies in language learning. Many participants who had themselves used surveys have asked for the survey guidelines. These are discussed in this article. The assessment aspect has been developed further and will appear in a future issue of TN.
—Editor

by Joyce Gilmour Zuck
Ann Arbor, Michigan

Several recent textbooks mention surveys as one means of gathering cultural information and sometimes mention their use as a means of practicing English. Surveys have also frequently been advocated in English as a second language and other second language classes as a way of practicing informal conversation. Yet the use of surveys has not led to the expected discussion, evaluation and development that other frequently used practices have received. Unfortunately shy students who lack confidence in their language skills can actually be intimidated if asked to conduct a survey with too little guidance. Such students may even avoid the class until the unit is finished or never return at all, while some may even suffer emotional setbacks from unsuccessful survey experiences.

A well-planned survey unit, on the other hand, allows students to develop their language skills cumulatively; and, perhaps even more importantly, the survey allows students to acquire skills in conducting effective practice and in evaluating the results—and both independent of the teacher. This article will discuss only the practice component of surveys.

In the initial stages of learning to conduct a survey, the primary objective should be

Continued on page 7

TESOL to Chernenko:

'Deeply Worried About Arms Race'

The membership of TESOL, at the Legislative Assembly in Houston, charged the Executive Director to write to the heads of state of all those countries known to have a nuclear capability, urging them to seek ways to reduce the arms race. (See "Resolution One: On the Reduction of Nuclear Arms," *TN* 6/84, p. 4.)

Following is a copy of the letter sent by Mr. Alatis to Mr. Chernenko of the USSR. Similar letters were sent to Mr. Deng (China), Mrs. Gandhi (India), Mr. Mitterand (France), Mr. Reagan (USA) and Mrs. Thatcher (UK).

August 22, 1984

Konstantin Ustinovich Chernenko
Chairman of the Presidium of the Supreme Soviet of the USSR
c/o Soviet Embassy
1125 16th Street, N.W.
Washington, D.C. 20036

Dear Mr. Chairman:

I am sending to you a resolution passed by the 10,500-member professional organization, Teachers of English to Speakers of Other Languages. The members have charged me to send this to you.

These members are professors, students, researchers, and classroom teachers, who are always working hard to improve the condition of language learners and teachers throughout the world. In their own way, and quite effectively, they have been furthering the cause of world peace by spreading the knowledge of languages and cultures, and promoting friendly relations among people who come from different cultures and speak different languages. They now ask simply that their governments work along the same lines.

They want the leaders of nations with nuclear capability to know that they are deeply worried about the arms race. They ask that you, together with the leaders of other governments, concentrate on finding ways to insure and promote peace. Anything you might be able to do to contribute to such an endeavor along the lines of the enclosed resolution will be greatly appreciated. I would appreciate a reply to this letter and some indication as to any positive efforts that you may take.

Respectfully yours,

James E. Alatis
Executive Director

Enclosure: Resolution

ERRATA

Due to a printer's error in the August *TN*, the author of the article, "Cooperation Among International Professional Organizations," was not identified. It is **James E. Alatis**. In addition, the introduction to the article should have read:

> This paper by James Alatis, executive director of TESOL, was also presented at the colloquium on the **International Role and Concerns of TESOL**. In preparing for a TESOL colloquium, it is the practice, to the extent possible, to circulate papers among the colloquium participants prior to their reading at the convention. Thus, in several instances, there are remarks in Alatis' paper that refer to statements made by Strevens.

—**"Murphy"**

TESOL NEWSLETTER
Alice H. Osman, Editor
F. H. LaGuardia Community College, CUNY
31-10 Thomson Avenue
Long Island City, New York 11101
Telephone: (718) 626-8546 or
(212) 663-5819

Editorial Staff and Advisory Board

Richard Allwright, *University of Lancaster*, Lancaster, England; **John Boyd**, *Illinois State University*, Normal, Illinois; **Mary Ann Boyd**, *Illinois State University*, Normal, Illinois; **Mary Ann Christison**, *Snow College*, Ephraim, Utah; **Andrew Cohen**, *Hebrew University*, Jerusalem, Israel; **Cathy Day**, *Eastern Michigan University*, Ypsilanti, Michigan; **Irene Dutra**, *Bronx Community College, CUNY*, Bronx, New York; **Ronald Eckard**, *Western Kentucky University*, Bowling Green, Kentucky; **Winifred Falcon**, *American Language Program, Columbia University*, New York, New York; **Douglas Flahive**, *Colorado State University*, Ft. Collins, Colorado; **Sergio Gaitán**, *Instituto Mexicano-Norteamericano de Relaciones Culturales, A.C.*, Mexico City, Mexico; **Liz Hamp-Lyons**, *University of Edinburgh*, Glasgow, Scotland; **John Haskell**, Tokyo, Japan; **Mary Hines**, New York, New York; **Carol J. Kreidler**, *Georgetown University*, Washington, D.C.; **Linda Kunz**, *LaGuardia Community College, CUNY*; **Darlene Larson**, *American Language Institute, New York University*, New York, New York; **Jean McConochie**, *Pace University*, New York, New York; **Carmen Judith Nine-Curt**, *Universidad de Puerto Rico*, Rio Piedras, Puerto Rico; **Robert Oprandy**, *Teachers College, Columbia University*, New York, New York; **Howard Sage**, *American Language Institute, New York University*, New York, New York; **Richard Schreck**, *Heidelberg College*, Tiffin, Ohio; **Lise Winer**, *Southern Illinois University*, Carbondale, Illinois.

Production Manager
Lars LaBounty
Pantagraph Printing
Bloomington, Illinois 61701

Advertising Manager
Aaron Berman
TESOL Development and Promotions
P.O. Box 14396
San Francisco, California 94114
Telephone: (415) 697-5638

The *TESOL Newsletter (TN)* is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for these items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1200 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; Book Reviews: *Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; International Exchange: *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; It Works: *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; On Line: *Richard Schreck, Heidelberg College, Tiffin, Ohio 44883*; Standard Bearer (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.*

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 10th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: December 10th for the February *TN*

President's Note to the Members

QUALITIES OF TEACHERS

• "Friendly to China." A job advertisement's first stated qualification for a position in the PRC.

• Teachers are expected, first, to "have personal qualities which contribute to success as classroom teachers . . ." TESOL's 1972 "Guidelines for the Certification and Preparation of Teachers of ESOL in the U.S."

• "Pupils not only admire teaching skill, clarity, task orientation and good classroom control but are also highly appreciative of fairness, impartiality, patience, cheerfulness and sympathetic understanding. In addition, they approve of teachers who are interested in pupils and who are helpful, kindly, and considerate of their feelings." F. W. Hart as quoted in Dixson's *Practical Guide*.

When I have asked in- as well as pre-service teachers, American and non-, to reflect on characteristics of their "best" teachers during their whole educational experience, the citation of personal qualities dominates the academic attributes by at least 20 to 1, I'd say conservatively. Some of the qualities, aspects, traits, or characteristics which respondents remember in the teachers they consider "best" are:

accepting; active; affective; bizarre; brief; brilliant; calm; caring; casual; clear; clever; communicative; competent; confident; considerate; creative; cultured; decent; demanding; devoted; different; dynamic; efficient; egalitarian; encouraging; energetic; enthusiastic; exciting; fat [*sic*]; friendly; gentle; good-humored; happy; hard-working; helpful; heuristic; honest; human; humane; humble; humorous; imaginative; innovative; inspiring; intelligent; interesting; joyful; just; kind; knowledgeable; lively; logical; loving; methodical; mind-opening; modest; motivating; nice; non-judgmental; objective; open; open-hearted; open-minded; organized; patient; personal; relaxed; resourceful; respectful; serious; sexy [!]; sociable; soritical; stimulating; strict; strong; supportive; sure; sympathetic; talkative; tender; tolerant; understanding; vivid; warm; well-educated; well-prepared; well-read; well-rounded; well-trained; wise; and witty.

It's difficult for me to imagine a person who *is* the composite of all these virtues. And I doubt that I could live with such a being! Nonetheless, I find it rather ironic that in training programs, little if any heed is given to inculcating these characteristics in future teachers, or to acknowledging the development of these personal qualities as a component of M.A. training. New teachers are left to their own devices. If indeed these are salient memories of our learning experiences with teachers, why don't we at least talk about them? Possibly they are too "soft" or mushy-headed. Possibly they do not really matter. Possibly they are unteachable in the way universities are structured. If any of the above, should we bother?

I think we should. These *are* basic qualities of teachers which affect the quality of teaching we do. Our students, for one thing, need to see good models. For another, it would be nice to experience more of these qualities of caring instruction in our own education. And especially these days I interpret the exhortations to "traditional" education and "back to basics" as devoid of human interpersonal values and concerned primarily with content. I happen to think that teacher preparation could balance its interest in academic freight by investing more attention in its passengers.

The purpose of this checklist is not to mold teachers into an impossible, composite ideal. Rather, it reminds me what my peers feel are important goals to strive for. By looking at it, I am further reminded to ask myself after—or before—class, "In what ways was I ________ today?" If I feel weak in one attribute I can strengthen that facet of my teaching personality, or compensate for its lack in other strengths. In other words, looking at qualities of "good" teachers can be an exercise in self-awareness, growth and transformation, a continual questing for excellence, the best we can be.

Charley Blatchford

CHARLES H. BLATCHFORD

COMPUTER-ASSISTED LANGUAGE LEARNING

Call for Papers for *TN Supplement No. 3*

Time Magazine's "man" of the year in 1982 was the microcomputer, a sure sign that—ready or not—we have entered the computer age. Although educational computing—including computer-assisted language learning (CALL)—is still in its infancy, we can begin to share what we have learned so far and speculate about future directions: How are computers being used in ESL programs? To what extent do CALL programs/activities/software reflect current teaching-learning theories? What do ESL teachers and administrators need to know in order to make informed decisions about incorporating CALL into the curriculum? How might we better exploit the potential of this new technology?

Irene Dutra of Bronx Community College has been named editor of the third *TN* supplement. Assisting her is an editorial advisory board made up of Barbara Ager, University of Rochester; Larry Anger, New York City; Roger Kenner, Concordia University; and Richard Schreck, Heidelberg College.

***Supplement No. 3: Computer-Assisted Language Learning*, a 16-page insert, is scheduled to appear in the August 1985 *TN*. It will address such topics as ESL software, word processing, authoring and utility programs, artificial intelligence, and interactive video. Papers up to 1200 words in length (about five pages double-spaced) on the above or related topics are solicited. The deadline for submission is January 31, 1985. Send four copies to: Alice H. Osman, Editor, *TESOL Newsletter*, LaGuardia Community College, 31-10 Thomson Ave., Long Island City, New York 11101, U.S.A.**

Hospital Money and Group Term Life Insurance Plans Offered

TESOL and its insurance administrator named North American Life and Casualty Company as the new insurance underwriter of the TESOL Group Hospital Money Program. The improved program offers members under age 65 a choice of eleven different hospital benefits from $55 to $165 a day with full or partial family coverage available.

Although there is no change in the program's benefits, the transfer of insurance companies is expected to add to the quality of service and security of group premium rates available to the TESOL membership.

Since the Group Hospital Money Program remains a supplemental health plan providing money directly to insured members to help with expenses that major medical insurance does not cover, the daily hospital benefit will still be paid in addition to all other insurance benefits received with no restrictions on how the money is spent. The amount of the benefit check is based simply on the daily benefit selected and the number of days hospitalized for any covered illness or accident.

Other features of the program, including double benefits for intensive care treatment and convalescent home care benefits, continue as part of the Group Hospital Money Program's regular coverage offered to members and their families at a savings of 30 percent to 50 percent in premium when compared to equal coverages obtained through individual policies.

Members already insured under the program will receive an official notification of the transfer of underwriters with their fall premium notices. For further information on the TESOL Group Hospital Money Program, contact the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068, U.S.A.

Group Term Life Insurance Plan Offered

During a special application period ending December 1, all TESOL members and their spouses are guaranteed $30,000 of group term life insurance coverage if they are both under age 55 and can accurately answer "no" to three short questions. Spouses may apply even if the member chooses not to apply at this time.

The biggest advantage of this plan is the cost. Premium rates are 30 percent to 50 percent lower than individually purchased policies because the group buying power of TESOL enables the insurance company to spread the risk and reduce the cost of coverage.

Another important feature of this plan is that it now includes $10,000 of no-cost coverage. This increase is permanent and the result of good claims experience.

More details of the TESOL Group Term Life Insurance Plan will be mailed to all members. For further information, members can contact the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068, U.S.A.

Meet TESOL's Field Services Coordinator:

Susan Bayley

by Monica Maxwell
Georgetown University

Susan Bayley joined the TESOL central office staff as field services coordinator in mid-September. This newly created position will provide more and better services to the 61 affiliates and the 14 interest sections of TESOL. As field services coordinator, Ms. Bayley will be assisting both the first vice president of TESOL in working with affiliates and the executive board member responsible for interest sections. An important aspect of Ms. Bayley's job will be to provide continuity of services to affiliates and interest sections from year to year when changes in the executive board occur. In addition, she will be focusing on communication between affiliates and the central office, as well as communication among affiliates.

Ms. Bayley brings a great deal of TESOL affiliate experience with her to the central office. Seemingly endless talents and untiring dedication to WATESOL, the Washington, D.C. area affiliate, have been evident in her service as newsletter editor for three years, secretary for three years, vice president, and convention chair. If anyone knows the affiliate group structure and process from the inside, Ms. Bayley surely does.

In addition to the work within her own affiliate, Ms. Bayley has almost 20 years of ESL teaching experience. It includes classroom teaching in Turkey (while in the Peace Corps) and in the People's Republic of China; she was involved in EFL materials development in London and Tokyo. She has been associated with both the University of Hawaii and the American Language Institute, Georgetown University. The range of her practical experience includes secondary and adult education programs.

In addition to her Master's degree in Applied Linguistics, in December Ms. Bayley will receive an M.A. degree from George Washington University in Human Resource Development. She feels that this area of study, combined with her ESOL background, will prepare her to serve the professional association in many ways.

Ms. Bayley is looking forward to traveling to affiliates throughout the country and meeting with the interest sections at the annual convention. In reference to her contacts with these groups she stated, "I intend to be listening as much as talking."

Ms. Bayley views her job as a challenge. She sees herself as a representative of the central office, a liaison between the various groups within the association, an assistant to the elected board members, and a coordinator of affiliate and interest section activities throughout TESOL. Ms. Bayley looks to a bright future for TESOL—one in which she plans to play an active role by encouraging professional growth and developing even better services for TESOL's membership.

TESOL Committee Announces Awards from Two Publishers

The Awards Committee of TESOL is pleased to announce two awards, both established as the result of cooperative arrangements with well-known TESOL publishers, **Newbury House Publishers, Inc.** and **Regents Publishing Company, Inc.**

The Research Interest Section of TESOL, in cooperation with Rupert Ingram, president of Newbury House Publishers, Inc., will present its first annual award for a distinguished research paper at TESOL '85 next April. While details are still being discussed, it is clear that the award will be open to all areas of research addressing issues relevant to the teaching of English to speakers of other languages. The author(s) of the best paper, as judged by a committee of readers from the Research Interest Section, will receive one thousand dollars, and the paper will be printed in the *TESOL Quarterly*.

Patrick C. Dubs, president of the Regents Publishing Company, Inc. has announced the company's intention to establish an annual fellowship of five thousand dollars to assist a qualified candidate in the pursuit of his or her academic career. Regents has asked the Awards Committee of TESOL to administer this award, and the various aspects of that task are currently under consideration.

TESOL members interested in either of these awards should contact the TESOL Central Office immediately for further information (201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.).

Colloquium at Teachers College

ABC Workshops Provide a Panoply of Perspectives on Teacher Preparation and Observation

by **Robert Oprandy**
Teachers College, Columbia University

***Editor's note:** The ABC Colloquium was motivated by the 1983 Georgetown University Roundtable (GURT) which centered on the theme Applied Linguistics and the Preparation of Second Language Teachers: Towards a Rationale. J. Alatis, H.H. Stern and P. Strevens, who were all prime movers at GURT '83, continued their dialog at the ABC Colloquium.*

Diverse were the concerns and contributions of the presenters at the ABC Colloquium, a weekend event punctuating the three-week intensive American, British Canadian (ABC) Workshops at Teachers College, Columbia University this past summer. Most were focused on specific issues related to teacher preparation, supervision and observation, such as preparing teacher trainers for refugee projects in eighteen hours and analyzing language teaching approaches and "good" language learners from a neurolinguistic programming perspective. Others such as H. H. Stern warned classroom observers of becoming overconcerned with minutiae in research that might result in "missing the woods for the trees."

Plenary sessions, at the broader end of the colloquium's continuum of concerns, divulged a depth of understandings by three leading spokespeople of the language teaching profession. Going from A to C, the plenaries began with **James Alatis**. Calling for teachers and teacher trainers to work for a change in perception among those who do not see the value of a humanistic component in education, the executive director of TESOL said that teachers must be trained to do more than technicians.

Alatis Calls for Humanism

Calling for a humanistic perspective in teacher preparation, Alatis defined teaching as not just the transmittal of information or helping people develop specific skills. "Above all we have responsibility for the integrity of what we are, an ethical creature. Professional ability is not just doing a job, but demonstrating in our everyday work a total commitment toward the skill." He summed up the humanistic aim of teacher preparation by saying it is not merely educating responsible and committed teachers capable of passing knowledge to their students. Teachers must also, according to Alatis, help their students *integrate* their acquired knowledge, thus preparing them for a constructive and responsible role in our increasingly complex and troubled world. "Language teachers have a very special role to play," he added, "because in order for us to establish world peace, we must first break language barriers to eliminate parochial tendencies that exist between nations."

Strevens' Twenty Propositions

Peter Strevens, head of IATEFL, outlined "Twenty Propositions on Teacher Training: Towards a Philosophy of Teacher Education." His emerging philosophy rests on the following basic presuppositions: that the learning and teaching of languages are systematically improved by good teacher training and that teaching has the status and characteristics of a profession, within which teacher training is a central element. "Improvement in teaching and hence in learning brought about through language teacher training (LTT) are not simply contingent or random," he asserted. Strevens proposes that the patterns of organization of LTT directly reflect some principal characteristics of professions such as law, medicine and architecture. *Selection*, *training*, and *standards* acceptable to the profession and constantly monitored and improved, and a *social role* as part of education in general are the four characteristics he pointed to. "Since professional training is available," says Strevens, "the admission to teaching of professionally untrained teachers is undesirable." He proposes that we impose selective entry to teacher training, rather than free or open entry; that career-long training be integral in teacher development; that LTT draw upon ideas, concepts, principles and philosophies from many disciplines without being subordinate to any single one; that we distinguish between and provide both "initial" (pre-service) and "further" (in-service) training.

An audience listens with rapt attention to Peter Strevens' remarks on teacher education.

"Initial" training would emphasize *practical skills* through "adequate quantities of supervised practice teaching of suitable learners," observation and demonstration, *professional information* about the nature of the language being taught, and *principles and theories* regarding learning and teaching of relevance to the trainee's immediate future teaching ("LTT is by definition *vocational*, and is academic only incidentally," claims Strevens). Seeing LTT as essentially dynamic, Strevens suggests that "Successful completion of initial LTT normally merits acceptance as an autonomous teacher, although, increasingly, initial LTT requires a period of apprenticeship or probational teaching, under tutelage, before ratification of the trainee's acceptance; thereafter, at intervals throughout the teacher's career, opportunities are needed for further training, for the up-dating of professional ideas, for mental refreshment, and for the chance of specializing in particular areas of teaching."

The challenge Alatis spoke of, i.e., increasing public awareness of our commitment to excellence in education, may be met in part by working toward Strevens' propositions. They may provide a framework for the more "comprehensive and contemporary statement of what's required to train teachers," a goal that Alatis sought last year at Georgetown. By the end of the symposium, however, H. H. Stern offered an even broader frame of reference in his "Language Teaching Analysis" scheme, a term he borrowed from W. F. Mackey but which he uses in a somewhat different way.

Broadening the Context

Suggesting that classroom observation be done in a much broader context than it has been, with its usual focus on an individual classroom observation, Stern expressed his disappointment with the "overconcern with minutiae of teaching and learning" connected as they are with "infinite unmanageable details" which lead one to "the inability to see the woods for the trees." To make sense of classroom discourse and of other forms of observation, Stern offered a three-level approach which he and his colleagues at the Ontario Institute for Studies in Education have been developing. "Fundamental concepts" are included at the *theoretical, philosophical level*, "general categories of language teaching" at the *policy level*, and "practices" that classroom observation schemes are capable of observing at the *practical level.*

The first level of fundamental concepts include the basic concepts of *language, learning, society/culture* and *teaching*. This level is not in Stern's view brought sufficiently into focus by observation schemes or by the teaching of newer methods,

Continued on next page

ABC COLLOQUIUM

Continued from page 4

whose proponents *are* interested in *learning*, perhaps at the expense of the *sociocultural* milieu of learners and of the various aspects of *language*, including semantic, discourse and sociolinguistic features in addition to the traditional concerns of grammar, phonology and syntax. Stern asserted that "The more clearly the underlying assumptions on the nature of language, social context and language learning and teaching can be called to consciousness, the more sophisticated, the more professional . . . is the operation in question, whether it's language teaching itself, research on language teaching or a language curriculum, textbook or whatever."

David Stern broadening the context for classroom observation.

Carefully explaining the second, or policy, level, Stern laid out four categories: *content, objectives, treatment/procedures* and *evaluation*. Content includes syllabi dealing with language, culture, communicative activity and general language education. Objectives deal with proficiency, knowledge, affect and transfer, the latter defined as "language learning not only for its own sake but as a means of generalizing beyond the particular language and culture." Treatment strategies were presented in terms of continua dealing with teaching, timing and social strategies. Other continua suggested evaluation options such as formality, frequency, extent of self or teacher, formative or summative and demanding or undemanding options.

The third, or practice, level in Stern's scheme is at the surface, where he feels classroom observers often remain, studying, for example, amounts and distribution of teacher and student talk. He asserted, "Practice, ideally, should reflect accurately the theoretical position at level one and the policy decisions at level two. And classroom observation schemes should offer us clues about the underlying theoretical and policy levels." He questioned how we can borrow observation instruments from other fields and expect that they will apply to language teaching at all three levels he outlined in his talk.

Theory, Policy and Practice

Stern believes in "a combination of broad theoretical concepts at level one on which to build policy directions at the curriculum level, level two, the policy level, and thus to make sense of practical activities as they occur at the behavioral level in level three in the daily events of the classroom." He feels such a three-level approach "should be helpful to the practitioner once he can interpret the underlying meaning of his teaching activity." He also sees its potential for researchers. "Details of an observation scheme must ultimately be related to underlying policies and fundamental assumptions if the researcher wants to avoid being overwhelmed by a mass of unmanageable detail which the foreign language classroom offers in such profusion."

All three plenaries contributed a broad backdrop for the more specific orientations of most of the other colloquium presentations. Three Teachers College graduate students—**Eliza Jensen, Susan Wahling** and **Susan Wawrose**—demonstrated, for example, how they became responsible investigators of their own teaching by carrying out systematic studies of single aspects of the teaching-learning dynamic during each semi-semester of a pre-service practicum. They were the only presenters who were teachers-in-training. Most were teacher trainers and researchers.

Congruence and Self-Observation

Dick Allwright, University of Lancaster, joined **John Fanselow**, Teachers College initiator of the ABC Workshops (also administered by **Marta Clavero-Pamilla** and **Sergio Gaitán**), in discussing self-observation. Allwright noted that self-observation may not go very far in answering what he considered the two basic questions raised by **Michael Long** and **Patrick Early** in the three-week ABC Roundtable: 1) Which target language experiences are most profitable for second language acquisition? and 2) Do our methods, approaches, syllabuses, etc. promote the particular classroom events they claim to? Nevertheless, he defended self-observation, admitting that though "having an independent observer may be better, let's at least work on self-observation so we can get some intelligent decision-making."

ABC Workshop Coordinators Marta Clavero-Pamilla and Sergio Gaitán.

In self-observation he argues that one should look for "congruence" to see if "what happens is more or less what we hoped would happen." He noted that there is often a lack of congruence at the methodological or approach level where teachers have a problem matching classroom behaviors with the methods they purport to be teaching. "The difficulty with this," he continued, "is to get any methodology or approach to pin itself down to criterial features in the first place."

Another aspect of congruence has to do with whether we're "doing what theory suggests." Without necessarily buying the theory, one can test it and its congruence with one's classroom practice. Allwright added that through self-observation teachers can also investigate problems that arise in class. He cited a study by Charlene Sato at the University of Hawaii which found that Asian students do not participate as much as other groups in ESOL classes; but they are also asked much more infrequently to do so. This leads one to wonder how much of their reticence is caused by teachers' retreating from them. Allwright concluded that classroom observation is not the only way to get at such problems, "but at least *a* way of getting information about what's happening in classes that is better than relying on impressionistic measures," adding that it "might be the key way of looking, but only if done well."

Photos by Sergio Gaitán

Cecilia Bartoli and Charles Faulkner: connecting the Silent Way and Neurolinguistic Programming?

Fanselow followed with an interchange between himself and his audience that led the latter to think about several of the insights he's gleaned from years of observations in and out of classrooms. One lesson, derived from "distinctive feature analysis," is to take communications in classrooms and see how they act outside of classrooms in non-teaching settings so that we don't look at features of such communications in one isolated context. Another insight, gotten from attempting to do things differently and noting their immediate consequences, is "try the opposite" of what you would normally do or "try a

Continued on next page

ABC COLLOQUIUM

Continued from page 5

non-classroom way of communicating" in class.

Fanselow's View of Research

"The basis of all classroom research," in Fanselow's view, is, "You take two communications and you see on various dimensions how they are the same or different. And then if you want to alter the communications, you alter them on one dimension." He challenged participants to "explore so we can have contrasting events so we can have contrasting outcomes. And the purpose is not to say which classroom event is better," a final Fanselowian insight, "but that one event will get an outcome that you want. You are not judging yourself or your competence." To get beyond that, "Ask 'Who's doing it?' 'What are they doing?' 'And how?' " Just as no one judged the pencil and umbrella he asked his audience to offer distinguishing characteristics of, so, he asserted, "there's no reason to judge your teaching."

Another teacher trainer, **Donald Freeman** of the School for International Training, presented a description of teaching and a model for educating teachers in which "awareness" was seen as a catalyst triggering student teachers' attention to their attitudes, skills and knowledge. In the training/development continuum he sets out two roles teacher educators can play in forcing awareness. They can "train" people on "aspects of teaching that can be mastered through specific input" aimed at "prescribed courses of action." Such training focuses on knowledge and skills, work is initiated by the trainer, input implemented by the teacher and clear criteria for assessing change can be established and determined within a fixed time period. Such "work can trigger awareness" as "awareness can trigger work" in the "development" end of the continuum.

In the role of facilitating development teacher educators can, in Freeman's view, help teachers with aspects of teaching which "mature through constant attention, critique and involvement of the teacher in his teaching." The focus here is on attitude and awareness, work is suggested by the educator but initiated by the teacher, input comes primarily from the teacher, as do criteria for assessing change, and work continues until the teacher decides to stop.

In a second session Freeman joined his S.I.T. colleague **Pat Moran** in discussing an 18-hour, in-service teacher training module they developed for the supervisory and training staffs of Indochinese Refugee Processing Centers in Indonesia, Thailand and the Philippines. Their central goal was for each participant to "define/redefine (his/her) approach to teaching teachers and to integrate techniques for observation and feedback into this approach." They found their goal attainable by having supervisors grapple with four key questions: 1) What am I trying to achieve when I work with teachers? (*Purpose*); 2) What is my subject matter? (*Content*); 3) How do I work with teachers? (*Technique*); and 4) How do I evaluate my work? (*Criteria*).

A triumvirate of teacher trainers, **Jennybelle Rardin** and **Pat Tirone** of Counseling-Learning Institutes along with this reporter, looked at teacher education from a different perspective. Referring to the role of the counselor-teacher in Charles Curran's "counseling-learning" outgrowth of Carl Roger's non-directive counseling, Rardin stated that the basic value commitment of such a facilitator of learning and of growth is one of "genuinely believing in the strength of human nature and its capacity for self-responsibility and ultimately self-direction." She warned that such a "non-directive relationship does not in any way mean that the counselor sells out his or her values . . . or that there are no longer any norms or outside standards."

Teacher as 'Method'

In a re-vision of the terms "approach," "method" and "technique" Tirone then showed how abstract and illusive "method" has become. She presented a dynamic, growing tree analogy showing a teacher trunk rooted in an approach based on beliefs about teaching and learning in which the branches represent techniques emerging from the teacher trunk. The teacher is method in the analogy, and for the tree to grow well all parts—roots (approach), trunk (teacher/method) and branches and leaves (techniques)—need to be linked to nourish one another. Picking up on the analogy, I focused on the important role teacher preparation programs can play in providing "space" and time for teachers-in-training to begin to reflectively engage in actual practice teaching experiences. This will encourage an internalization of "who I am as teacher at this stage of my career." By allowing teachers to explore and reflect upon certain aspects of their teaching and upon how congruent behaviors in their classroom are with their tentative emerging beliefs about teaching-learning, teacher educators can encourage teachers to self-invest in further explorations as they become more firmly rooted in their growing teacher selves.

Another quite different, and for most participants quite fresh, perspective on learning was that of neurolinguistic programming (NLP) as presented by **Charles Faulkner** of Truman College. "Good" language learners, according to his understanding of NLP literature, tend to store input in the same modality (visual, auditory, kinesthetic, e.g.) in which it is presented to them, thus allowing their output to flow more directly from its input source. The more one tries to imitate input in one's *own* voice or the more one talks ***about***

Continued on page 8

Say Hello to Hi!

- is new—different—effective!
- is for elementary school children learning English in the U.S.
- focuses on survival skills for children—the English they need *now!*
- provides an abundance of reinforcement activities, and practice in reading and writing skills.
- is fun to teach with and learn from.
- is inexpensive!

Hi! Hi!

Based on the latest research in second language acquisition, this program helps children achieve swift *listening competence* as a foundation for *all other* language skills.

For your free examination copy, please write to:

Minerva Books, Ltd.
137 West 14th Street
New York, NY 10011

SURVEY

Continued from page 1

a positive survey experience rather than the more usually stressed objective of gathering information and opinions about a topic. With this objective (i.e., success) in mind, the major modification for language learning purposes is to consider the sample first. What people do the students come in contact with? Not surprisingly, native speakers are often unwilling to enter into conversation with non-native speakers because they expect not to be able to understand. Might these possibly reluctant conversants be willing to exchange a few lines of conversation with the student if the limits of their responsibility are defined? The ideal sample would be a changing group of people who are waiting for something (i.e., essentially "killing time"). My students have discovered successful settings in the following: the dorm food line, the commuter bus, the bank line, the movie ticket line, the bus station, the supermarket checkout line and even a steambath.[1] Once when I was at the Greyhound station, I met a student who went to the bus station every day to practice English. He called it his "language lab." After the sample is located, the topic of the conversation suggests itself; in other words, what topic do these people have a common interest in?

Developing a Good Question[2]

Although the survey setting above should suggest topics such as travel, groceries, banking, etc., the form of the initial question is equally important. The ideal question does not put the listener on the spot either in terms of knowledge of content nor in the need to provide a verbal response. Probably the most successful form to use in attempting to initiate conversation with strangers is a tag question.

The opening tag question is usually related to the survey only indirectly and functions as the initiator of small talk. Consider "The line is long today, isn't it?". Such a statement allows the listener to respond with a polite answer which also indicates the degree of willingness to engage in further conversation. Answers range from the simple non-verbal smile or head gesture, which suggests no further interaction, through the minimally polite verbal "Yes, it is," which fails to encourage further interaction, to an extended answer-comment such as, "Yes, it is. I wonder why," which seems to leave an opening for another exchange. Briefly, then, a good question for these purposes requires an opinion rather than fact in content and uses a tag formula or other yes-no pattern rather than an open-ended form, both in the conversation opener and in the survey question.

Ideally, the survey question itself should be a controversial topic of probable interest to the stranger who agrees to extend the conversation. In the movie ticket line, the mood and interest are maintained by asking about movies (rather than politics)—at least initially. "Do you like to go to the movies often?" or "This film is supposed to be good, isn't it?" but not "Who do you think will win the election?" In a dorm: "Do you like dorm food?" or "Do you like co-ed dorms?" etc. To be maximally motivating, the topic should be well-known and tap people's strong opinions.

The Follow-Up Question

After getting a response to their basic yes-no inquiry, language learners often don't know what to say next to keep the conversation moving. The flow of conversation can be practiced by predicting and writing as many answers as possible and then categorizing these responses. Categories of responses are predictable even though exact answers are not. It is the categories of response that allow the interviewer to plan the follow-up question. In one current events survey students asked, "Do you think Reagan will be re-elected?" Students divided possible responses into four categories and then planned the follow-ups thus: 1) "Yes." (including nods, "Probably," "I suppose so," etc.) to be followed by "Why do you think he's so popular?" 2) "Maybe." (including "It depends," "I'm just not sure," etc.) "Who do you think could beat him?" Another follow-up choice which they suggested but did not use was "What could influence the election?" 3) "No." ("I hope not," etc.) "Who would you like to win?" 4) "I don't know," which could indicate a lack of knowledge or interest in the topic.

Predicting responses and categorizing them tends to lessen the pressure when listening to the response because students are then in a confident position of recognizing one of a finite number of answers rather than the decidedly more anxious position of not knowing what they may hear. Furthermore, the anticipation of response and practice of the follow-up question make it possible for low-proficiency students to practice the all-important wording and stress/intonation patterns of the question. The interviewee is much more willing to participate when the first few questions are asked very clearly.

Practice Survey

A practice survey is often held in the class. During the practice it becomes clear which of the earlier units need to be reviewed. These materials, not discussed in this paper, include such areas as small talk, depersonalization, taboo topics, signals of willingness to talk and, importantly, signals of conclusion.

Also in the practice interview, other problems can be noticed in the interview question itself. They include a clear opinion question, allowance for polite display of unwillingness to talk, avoidance of multipart questions which are too long to remember or too confusing to answer, avoidance of facts or even specific events which the person being interviewed may not know.

Each survey setting will provoke its own unanticipated set of problems. Our students encountered a problem because our survey unit was part of a current events course. The difficulty arose when the students, who were assigned to follow events in the news, tried to interview dormmates who had no time to pay attention to current events. The problem was even more exaggerated because the survey assignment coincided with university exams. One class session was devoted to exploring conditions that make people pay attention to the news (e.g., being away from home, etc.) or ignore it (e.g., being on vacation, taking finals, etc.).

Another unexpected development arose when people who were generally aware of the topic didn't recognize the event in question. In this case the solution was to prepare students to give clues to the person being interviewed. For example, some people did not recognize the name "Solomon Amendment" but could answer questions about "the law that tied student aid to draft registration." Practice in providing definitions, giving examples and rewording questions proved to be very motivating language learning experiences.

Presenting the Results

The adaptation of surveys for different language goals and different proficiency levels appears in the presentation of results rather than in the survey proper. Depending on the overall language learning objectives of the student, the results can be presented orally and/or in writing. Students usually make their report in four stages: the sample, the survey question, the results, and the interpretation. Since descriptions of samples and their relationship to the survey questions appear regularly in news magazines and newspapers, they can provide a range of chart types and other devices for presenting results. In advanced classes, the interpretation models become very useful in their use of structures such as "The most striking/noticeable result was . . ."; "The least anticipated response was . . ."; and in the use of hedging techniques/phrases such as "These results appear to be contradictory at first glance"; "One possible explanation might be . . ." and so on.

Once the components of a survey have been clearly introduced by the teacher and carefully practiced and successfully carried out by the individual learner, a surprising desire to conduct other surveys carries over. Learners are encouraged to engage in other interactions in the second-language-speaking community. They are also provided with a means to evaluate

Continued on next page

---

[1] The sample described here was appropriate in a Midwestern university town. The teacher needs to consider the limitations of other settings: cities, non-university, or overseas. Social acceptability varies greatly from place to place, but appropriate samples are available everywhere.

[2] This topic is explored more extensively in Zuck, J.G. *Views of the News* (forthcoming), a teachers' guide to developing a current events course.

SURVEY

Continued from page 7

how well they have understood a topic encountered in class or outside.

A survey has several unique characteristics which contribute to language learning in an individualized responsible approach. The first is that it is one accepted way to begin conversations with strangers—a major problem for language learners (and indeed for anyone in a new setting). A second useful characteristic is that a survey provides one of the few natural settings for repeating the same patterns to a sequence of people in an environment where the feelings of confidence and accomplishment can be developed cumulatively. A third beneficial characteristic is the opportunity to predict categories of responses and form tentative follow-up questions in advance. This preparation takes some of the pressure off the listener in the early phases of a conversation.

Students who choose a convenient population to sample, write a good opinion question which is controversial and interesting, and anticipate possible responses will have acquired a language practice tool that they can employ independently any time to check their understanding of the language, the culture, and their own abilities.

About the author: Joyce Zuck has done curriculum development and teacher training in the United States, Japan, Holland and Poland. She is an expert in the uses of media in the classroom.

ABC COLLOQUIUM

Continued from page 6

input, the further one gets from the input source itself. This will result in distorted output, according to Faulkner.

From his NLP viewpoint he seemed to argue for delayed oral production (as did **Radmila Vuchic**, University of Delaware, who did a demonstration and presentation of the Total Physical Response) and for exposing (language) learners to more distinctions in the input we provide them. This, according to systems theory, leads to increased numbers of storage and output distinctions, he explained. Other lessons he'd gleaned from the NLP literature are: systematically take pieces of an experience and put them ("future case" them) into the context in which you will want them; "To the extent that you and your students can keep yourselves in a feedback situation, everything that you're getting is new information. I also invite you to consider the opposite. If you've never made a mistake, you would not know what parts of your experience have resulted in your being a success"; "good" language learners tend to be outcome-oriented (i.e., "What's my intent in this situation towards a result?") rather than problem-oriented (solving a problem without knowing where it's taking them) and they can "re-set" themselves into a positive kinesthetic state ("Oh, a mistake! What did I learn from it?" or going from a feeling of failure to a visual construct of oneself looking ridiculous and back into a resourceful position). Faulkner, in a second session this reporter could not attend, analyzed several current approaches to language teaching from an NLP perspective.

Ethnographic Research-in-Progress

Also making use of an NLP framework, though to a limited extent, in his research-in-progress, **Jerry Gebhard** of Teachers College addressed the question of what kinds of interactional work seemed to provide pre-service teachers in a practicum seminar with opportunities to learn. He's found that the practicum leader's emotion words (i.e. "kinesthetic words" in the NLP lexicon), use of silence and matching seminar participants' primary modalities while speaking with them seem so far to have had a powerful effect. Gebhard is gaining many insights into the use of ethnographic research in studying the teacher preparation program in TESOL at Teachers College and argues for its usefulness in learning more about teacher education.

The above report represents only smatterings of all the colloquium presentations. That the weekend was only a pause, however pregnant, in the three-week event at Teachers College attests to the breadth and intensity of the ABC Workshops.

About the author: Robert Oprandy is the coordinator of the TESOL M.A. Program and an instructor in the Department of Languages, Literature and Social Studies in Education at Teachers College, Columbia University.

McGraw-Hill presents
NEW
PATHWAYS TO ENGLISH
NEW

Pathways to English
Pathways to English
Pathways to English
Pathways to English
Pathways to English
Pathways to English

The new series for secondary to young adult levels that effectively achieves a balanced development of communicative competence and language mastery.

McGRAW-HILL BOOK COMPANY/INTERNATIONAL GROUP
1221 Avenue of the Americas, New York, New York 10020

REFLECTIONS ON RODRIGUEZ' *HUNGER OF MEMORY**

by Louis Carrillo
Regents Publishing Company

Hunger of Memory recounts Richard Rodriguez's experiences growing up Mexican-American in Sacramento, California in the fifties. After high school, he attended Stanford University, Columbia University, the Warburg Institute (London), and the University of California (Berkeley). He has published essays in the *American Scholar*, *College English*, and *Change* magazine. On the basis of his experiences, Rodriguez comes to controversial conclusions about several educational issues. Citing philosophical differences with programs that seek to benefit minority students, he has consistently turned down opportunities to teach in a university. He claims the strongest authority for his conclusions as a member of one of the minority groups that many educational programs are designed to help.

I too grew up Mexican-American in California (Los Angeles) in the fifties. I too had a parochial school education. And I too struggled with the issue of assimilation.

Reading *Hunger of Memory* was a very disturbing experience for me because it brought back half-buried memories (and recent ones) and because it raised a host of complex issues which I have not troubled to resolve in my own mind or even to formulate well because they had not been discussed in print before by someone who had "been there," in short, someone like Rodriguez. Some of these issues are the effect of a large education gap between generations, assimilation to a dominant culture, the nature of language learning, public vs. private language, race vs. class (more accurately, ethnic groups vs. class), and the value of bilingual education.

Education Gap

What about Rodriguez's main thesis, that assimilation necessarily leads to a diminution of "private individuality" but is compensated for by the growth of "public individuality"? While I may not fully understand his convoluted explanation, I believe that public individuality, full participation in American society, and even a public role in American life do not require any diminution of private individuality, one's status as a member of a minority group, and relationships with members of one's family. The generation gap is nothing new. Certainly education can be an important factor in causing it. There are bound to be differences between parents and children when the children are better educated. And these differences occur in majority families as well as minority ones. For Rodriguez, the price of obtaining his education seemed to be a growing estrangement from his family and the world they represent. But the abandonment of one culture is not a prerequisite for the acquisition of another. Examples of bilinguals who function efficiently in two environments are all around us: former Peace Corps volunteers who maintain ties with their country of service, professional interpreters and translators, tour guides, airline personnel. Even some language teachers fall into this category. Within the same language, we can observe many examples of biculturalism. British executives who work in the United States for a part of the year, American politicians who maintain homes in Washington, D.C. and in their home districts, and French diplomats assigned to Haiti who adapt their French to each location.

Assimilation to a Dominant Culture

To Rodriguez, assimilation to the dominant anglo culture was desirable and a "given." I believe that the desire to assimilate was culturally conditioned at the time that Rodriguez was growing up in Sacramento. Even those minority students who didn't achieve what Rodriguez did tended to measure their achievement by their degree of assimilation. Today, things are different. Assimilation is just one of many choices available to minorities.

Language Learning

With regard to language learning, Rodriguez's experience validates those studies that credit integrative over instrumental motivation as an important determinant of success in learning a second language. It is clear that Rodriguez wanted very much to be a part of the anglo society around him. And he has succeeded in doing that. He travels extensively, stays in world-class hotels, and is, ironically, complimented on his tan.

Although researchers would probably not take as strong a view, I believe that integrative motivation is the strongest variable for determining success in language learning compared with teacher behavior, methodology, text, or language spoken outside class.

Public vs. Private Language

For Rodriguez, Spanish was a private language, one spoken at home, by intimates, to discuss certain subjects. English was public language, spoken outside the home, by and to nonintimates, to discuss other subjects. More than that, it was a ticket to life in the gringo world. However, nothing inherent in Spanish makes it a private language. It is a public language in Spanish-speaking countries and in many parts of the United States. The solidarity of Mexican-American families surrounded by an alien culture is certainly not unique. One has only to think of black, Jewish, and Italian families even today. The fact that Mexican-American families are reticent about discussing family matters with nonintimates, in contrast to majority-culture Americans, is a cultural difference, not a result of the private nature of Spanish. Rodriguez has traveled widely (London, Paris, and New York are mentioned in the book), but perhaps if he had traveled more in Spanish-speaking countries and read more in Spanish, he would not have invested Spanish with the romantic aura of a "soft, warm, family" language. In fact, one only has to read something like *La guaracha del macho Camacho (Macho Camacho's Beat)* by Luis Rafael Sanchez to find out how prolix, raunchy, and public Spanish can be.

Race vs. Class

Rodriguez discusses eloquently what it means to be Mexican-American and how he felt as a college student doing construction work in the summer when confronted with a group of non-assimilated Mexican laborers. He expresses regret that affirmative action programs focus on race not class. In his view, those who need the benefits of affirmative action are his less fortunate, less well-educated fellow Mexican-Americans, in other words, the lower class, menial laborers and their children. He would, in fact, rechannel funds for minority college students to those with more basic needs. However, without denying the needs of many for aid, one can justify aid to minority-group students in higher education. Many of those, unlike Rodriguez, are destined to be teachers of and role models for the younger generation of minority students. There is nothing wrong with giving welfare to families below a certain income level (class) and preferential admission and scholarships to members of a race. Perceptions of race and class are interdependent. When more Mexican-Americans have achieved what Richard Rodriguez has, the image of Mexican-Americans as members of the lower class will fade, and the negative characteristics attributed to them will be replaced by more positive ones.

Value of Bilingual Education

Rodriguez's views on bilingual education (BE) have aroused the most controversy perhaps because one would not expect negative views of it from a Mexican-American. Rodriguez attributes his success in school to the fact that schooling was changing him and separating him from the life he had enjoyed before becoming a student. No wonder advocates of BE were shocked when the book appeared! In light of this idea, ideas of transitional vs. maintenance programs, BE teacher qualifications, TESL elements in BE all are beside the point. Can it be that we sixties liberals with our concern for minority students have been wrong all along? Should we throw out BE and let students sink or swim in the English-speaking environment? Part of me says yes. I, with Rodriguez, am inclined to say, "If I can do it, anybody can." But I believe the answer is more complex. For one thing, Rodriguez was in elementary school at a time when being Mexican-American in California was different from the way it is now. Spanish was heard mainly in Mexican-American neighborhoods. Spanish-language newspapers, magazines, and books were rare. Only one or two radio stations in an area broadcast in Spanish. Mexican-American children were a minority in the schools. There was strong pressure to assimilate; the overwhelming presence of the dominant anglo society was enough to cause this pressure. Add to this the impression of a sensitive child that the rewards of the society were limited to those who were members of the dominant culture, and you can begin to understand Rodriguez's conflicting feelings about learning English, maintaining his Spanish, assimilating to anglo society, and maintaining his ties to Mexican-American culture.

Today, growing up Mexican-American in California is very different. As the minority group has grown, it has influenced the dominant culture significantly. Mexican restaurants in California are patronized by Mexican-Americans and anglos alike. Mexican and Tex-Mex food is popular even in New York, a stronghold of Caribbean Latin culture. In Los Angeles, part of

Continued on page 30

---

* *Hunger of Memory* by Richard Rodriguez was published in 1982 by David R. Godine, Boston, Massachusetts.

LINGUISTIC SOCIETY OF AMERICA REJOINS TESOL IN SPONSORING THE 1985 SUMMER INSTITUTE

by **Deborah Tannen**
Georgetown University

For the second time ever, in 1985, a TESOL summer institute will be held jointly with a Linguistic Society of America Linguistic Institute. The six-week joint institute will be held at Georgetown University in Washington, D.C. from June 24 through August 2.

The first joint TESOL/LSA institute took place in 1980 at the University of New Mexico in Albuquerque. A relatively new addition to TESOL's activities, summer institutes have a long tradition in the Linguistic Society. The 1985 joint institute will be TESOL's 7th and LSA's 52nd. (The first LSA institute was held at Yale University in 1928.)

The 1985 TESOL/LSA Institute will be directed by **Deborah Tannen**, a member of the faculty of the Linguistics Department at Georgetown, who has also been a teacher of English as a second and foreign language and has administered ESL programs at the University of California, Berkeley.

Helping in the planning are **Diane Larsen-Freeman** of the School for International Training in Brattleboro, Vermont, as the associate director for TESOL, and **Wallace Chafe** of the University of California, Berkeley, as the associate director for LSA. The assistant director for the entire institute is **Heidi Byrnes** of Georgetown's German Department.

The theme of the 1985 LSA/TESOL Institute will be **Linguistics and Language in Context: The Interdependence of Theory, Data, and Application**. Courses will cover the entire range of linguistics and TESOL topics, from beginning to advanced. The institute will offer a perfect opportunity for ESL/EFL teachers to become familiar with linguistics; for those with training in linguistics to further that training and become familiar with recent trends in the field; for researchers at the forefront of the field to exchange ideas with colleagues and practitioners; for ESL/EFL teachers to hone their skills and trade information with others; for established and beginning researchers in ESL/EFL and linguistics to see what research is being done by others and to present their own; for everyone to meet colleagues in their own and related fields.

The faculty of the linguistics and other departments of Georgetown University will be joined by a stellar list of visiting faculty, prominent in both TESOL and linguistics. Courses will run for six, three, and two weeks, and there will be week-long visits by distinguished scholars. In addition to regular credit-bearing courses, there will be a rich program of special lectures, symposia, workshops, and panels scheduled throughout the summer.

There is a tradition in both the LSA and TESOL to hold summer meetings at the site of summer institutes. This means that scholars and students who are in residence at the institute, taking courses and attending workshops, have a chance to present their work and attend the presentations of others, and those who are not able to attend the institute for an extended period of time have a chance to take part in activities for the two days of the summer meeting.

The 1985 TESOL and LSA summer meetings will be held on succeeding weekends in the middle of the summer. The TESOL summer meeting is scheduled to take place July 12 and 13 and will be directed by a Georgetown University faculty member, **Joyce Hutchings** of the Division of English as a Foreign Language. The Linguistics Institute Summer Meeting is scheduled to take place July 19 and 20 and will be directed by **Deborah Schiffrin** of Georgetown's Linguistics Department.

Those wishing to deliver papers at the TESOL Summer Meeting should note that the mailing deadline for proposals is April 15, 1985. The call for papers will appear in the December issue of the *TESOL Newsletter*.

Institute students registered for two courses will be able to audit any other courses free of charge. Those who hold a Ph.D. degree or its equivalent may apply for visiting scholar status which, for a fee of $300 if paid before April 1, 1985, $350 if paid after that date, entitles them to attend all institute classes and activities.

Visiting scholar fees are applied entirely to a scholarship fund. Scholarship aid is available through both the LSA and TESOL. Detailed information on scholarships and other aspects of the institute, as well as application forms, will be included in the institute brochure, available in the fall. To receive the brochure, send your name and address to Deborah Tannen, Director, 1985 TESOL/LSA Institute, Linguistics Department, Georgetown University, Washington, D.C. 20057.

American Language Academy

THE LEADER IN COMPUTER-ASSISTED ESL INSTRUCTION

+ 150 microcomputers
+ ALA ESL programs nationwide
+ CAI at all proficiency levels
+ Extensive ESL CAI software available
+ Computer literacy for ESL students

CLEAR LEADERSHIP AND COMMITMENT TO EXCELLENCE

Executive Offices
American Language Academy
Suite 200
11426 Rockville Pike
Rockville, Maryland 20852

Telephone: (301) 984-3400
Telex: 248 777 ALA UR
Cable: Amerexec, Washington, DC
Fax (G III): (301) 984-8424

REPORT:

Fifth ACROLT Meeting Addresses Authenticity and Language Testing

Elana Shohamy
Tel Aviv University
and
Andrew D. Cohen
Hebrew University

The fifth meeting of the Academic Committee for Research on Language Testing (ACROLT) took place on May 16-18, 1984 in Kiryat Anavim, near Jerusalem. About 30 invited scholars participated in the meeting which dealt with various issues related to authentic language tests. Once again the co-chairs of ACROLT, **Elana Shohamy**, **Andrew Cohen**, and **Bernard Spolsky**, organized the meeting. As in the past, the event received financial support from the British Council and benefited from the participation of **Ian Seaton**, the English Language Officer. The following topics were dealt with throughout the meeting: what authentic tests are and what authentic language is, the limits of authenticity, advantages and disadvantages of authentic tests, their psychometric problems, and the extent to which newly developed authentic tests are really authentic.

The papers presented were directed towards three main issues: 1) the definition of authentic tests, 2) the definition of authentic language, and 3) examples of authentic tests.

Papers by **Stevenson** (University of Essen), by **Spolsky** (Bar-Ilan University), and by **Shohamy** (Tel Aviv University) and **Reves** (Bar-Ilan University) dealt with the construction of authentic tests. Stevenson's paper entitled "Authenticity, Validity and a Tea Party," was by itself a simulation of an unauthentic situation, illustrating that a test seeming to be authentic may not really be so. The most that it can be is an authentic *test*. As Stevenson put it, "Some tests do look a lot like authentic language behavior but what they really look like, in real life, is authentic language *tests*."

Spolsky spoke on the different aspects of authenticity, the stimuli and the task, and stated that any test is artificial by definition. A test is like a game for which the participants should know the rules and act accordingly if they wish to perform well. He referred to the post-modern era in testing where the tester is a participant observer, pointing to an ethnographic approach to testing. Shohamy reviewed the trend of the past decade toward direct/authentic tests as compared to the very inauthentic tests used before. She pointed out that despite their benefits, authentic tests introduced serious measurement problems associated with the linguistic and social interactions entailed. She noted that the more direct the testing, the less precise it becomes, since language performance tends to be influenced by extra-linguistic factors which change from one situation to another. She suggested ways to assess the reliability and the validity of such tests—i.e., through estimating the stable versus the fluctuating aspects of these tests.

Raatz (University of Duisburg) dealt with the construction of authentic tests from a psychometric point of view, stating that classical test theory is not sufficient for analyzing communicative, authentic tests in which items are dependent, such as on the C-Test. He then presented what is known as the Classical Latent Additive test model, and showed that this model fits the C-test characteristics exactly. In this model, tests or subtests become the unit of analysis and form "super items." Raatz noted that such analysis is also useful for analyzing testing procedures such as interviews and dictations where item analysis is inappropriate.

The issue of authentic language was discussed in three papers—those by **Seliger** (Queens College), by **Olshtain** (Tel Aviv University) and **Blum-Kulka** (Hebrew University), and by **Geva** (Ontario Institute for Studies in Education). Seliger spoke about authentic language from the point of view of pragmatics, claiming that since authentic language is always deviant from some idealized norm, there will always exist some degree of language inequality between speaker and hearer. He pointed out that since such inequality exists between adult and child, the effects of this inequality will invariably show up in situations where adults test children's language.

Olshtain demonstrated a number of elicitation tools for describing authentic sociolinguistic language as exemplified in the cases of apologies and requests, starting with ethnographic data collection and moving along a continuum to pencil and paper/multiple-choice instruments. The data which have been collected are important to language testing since they help describe authentic language from a pragmatic point of view.

Geva quoted research results where it was shown that authentic language is a function of the person being addressed. In her research, first-grade children varied their variety of authentic language depending on whether they were talking to adults or to their peers.

The third major group of papers addressed itself to specific samples of language tests which were considered in some ways to be authentic. The discussion concerning these tests focused mostly on the extent to which they were authentic, and whether they should or could be authentic. The examples really showed how authenticity in testing is a question of definition. For example, there was a report by **Spolsky**, **Cooper** (Hebrew University), and **Nir** (Hebrew University) on a test which was developed for the Israeli Defense Forces to assess functional literacy among soldiers entering the army. The tasks on the test reflect the type of reading which these soldiers have to do in the army and later on in civilian life as well. The tasks are based on a graded taxonomy of functional reading.

Nevo, Geva, and Susak (Tel Aviv University) described a test of writing proficiency in Hebrew native-language for students graduating from Israeli high schools. As in the Spolsky et al. test, the types of tasks chosen were identical to the types of writing tasks that adults would be expected to write. The tasks were classified according to the purpose of writing, the discourse genre, and the audience and function. **Shohamy** and **Reves** presented video tapes of authentic oral tests—role playing, group discussion, and oral interview, pointing out that what seems to be authentic is not necessarily so if the test taker is aware that it is a test. The authenticity of the test may be lessened by the choice of theme for the test, the artificiality of the task, the respondent's anxiety about the test, the respondent's preoccupation with obtaining a good grade, the lack of rapport between the respondent and the tester, and by a variety of other factors.

The paper by **Klein-Braley** (University of Duisburg) was an example of a test based on authentic texts. She shared data indicating that the C-test possesses strong psychometric qualities with respect to its reliability, the results of item analysis, and its concurrent validity with other tests. She drew from information theory and from the nature of language redundancy to indicate that the process by which respondents take the C-test resembles the way individuals process language in general.

The meeting included two further presentations, one by **Berman** (National Institute of Testing and Evaluation and Hebrew University) on university-level testing of prediction skills in reading English as a foreign language, and one by **Bensoussan** (Haifa University) on testing various aspects of cohesion and coherence in university-level EFL reading.

Another feature of the meeting was a panel concerning an issue that had arisen at the previous ACROLT meeting, namely that of determining success and failure on large-scale tests. Raatz, Klein-Braley, Cooper, Stevenson, and Nevo served as panelists, with Cohen as the moderator. The major conclusion was that enlightened decisions about the determination of success on large-scale tests are made on the basis of input from psychometricians, language experts, educators, and administrators working in consort.

The next meeting of ACROLT will take place on May 15-17, 1985, also at Kibbutz Kiryat Anavim. The theme for the meeting will be **Language Testing Bias: Focus on the Test Taker**. For information, write to Dr. Elana Shohamy, School of Education, Tel Aviv University, 69978 Ramat Aviv, Israel.

TOEFL PUBLIC USE DATA

Through its Public Use Data Service, the Test of English as a Foreign Language (TOEFL) program offers data from an actual test administration for research purposes. Data Service subscribers receive examinee information provided on an IBM 1600 BPI tape together with other materials. By utilizing the data tape in combination with standard statistical packages widely available in academic computer centers, one can prepare descriptive statistics or perform a variety of statistical analyses on all or part of the data.

TOEFL is designed for use by academic institutions as a measure of the English language proficiency of nonnative users of the language. As a widely accepted measure of language proficiency, TOEFL test results can provide information about the performance of particular groups. However, differences among groups should not be interpreted as indicating differences in academic or language aptitude. Furthermore, such differences should not be interpreted as indicating any test bias toward specific groups. Group performance differences are generally the result of numerous factors that can only be identified through knowledge of the educational and cultural environments of the examinees.

To obtain further information about the TOEFL Public Use Data Service package, write to TOEFL Program Office, Educational Testing Service, Box 2917, Princeton, New Jersey 08541.

NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

BEST CENTER CONFERENCE TO FOCUS ON LANGUAGE DEVELOPMENT THROUGH CONTENT AREAS

The Best (Bilingual Education Skills Training) Center announces a conference **Beyond the Crisis: Language Development through Math, Science and Technology Education** to be held December 7 and 8, 1984 at Fairleigh Dickinson University.

The conference will focus on the responsibility of educators to provide language minority students sound and extensive math and science education at all levels, as well as opportunities to develop language proficiency.

Invited speakers include: Milton S. Goldberg, executive director of the National Commission on Excellence in Education; Edward De Avila, expert on cognitive and language development of bilingual children, and creator of the bilingual math and science program *Descubrimiento/Finding Out*; Constance Kamii, professor of education at the University of Alabama and author of several books on the application of Piagetian principles to the classroom experience; and Ann Uhi Chamot, educational research and ESL specialist at the National Clearinghouse on Bilingual Education.

For more information, write to: Ruth Thomas, Best Center, Fairleigh Dickinson University, Teaneck, New Jersey 07666. Telephone: (201) 692-2834.

1985 LOS ANGELES SECOND LANGUAGE RESEARCH FORUM

The 1985 **Los Angeles Second Language Research Forum** (SLRF) will be held February 22-24, 1985 at the University of California, Los Angeles. There will be panel sessions and papers in the areas of language universals and methodology, with papers on data-based research in language universals and SLA; computers and second language research; discourse; bilingualism; interlanguage; classroom research; input; and sociolinguistics. For further information, please contact: Anne Lazaraton, Chair, 1985 SLRF, UCLA TESL/Applied Linguistics Program, 3303 Rolfe Hall, Los Angeles, California 90024.

CHILDREN'S L2 ACQUISITION TO BE FOCUS OF INTERNATIONAL CONFERENCE

The **International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications** will be held on March 29 and 30, 1985 in Oklahoma City. The purpose of this state of the art conference is to provide a forum to share information about the current research into second/foreign language acquisition by children and to discuss the rationales for such programs. There will be specific suggestions on how to prepare and implement such programs for children. Co-sponsors of the conference are the Oklahoma Foreign Language Teachers Association, the State Department of Education for Oklahoma; East Central University of Ada, Oklahoma, and the Oklahoma Curriculum Improvement Commission. For information, write to: Rosemarie A. Benya, East Central Oklahoma State University, Ada, Oklahoma 74820. Telephone: (405) 332-8000, ext. 290.

ASSOCIATION OF B.C. TEAL TO OBSERVE 18TH ANNUAL CONVENTION

The Association of B.C. TEAL announces its 18th annual convention to be held March 14-16, 1985 at the Richmond Inn, 7551 Westminster Highway, Richmond, British Columbia. A Call for Presentations has been issued with a deadline application of November 9, 1984. Persons interested in attending who are not members of B.C. TEAL should contact B.C. TEAL at #1208 1124 Lonsdale, North Vancouver, B.C. V7M 2H1, Canada. The co-chairs are Maureen Seesahai and Nick Collins.

PARTNERSHIP IN ESL RESEARCH

A symposium focusing on the effective use of ESL research for secondary classroom teaching will be held at the University of Southern California on March 28, 1985. Only typewritten papers will be accepted. (See APA style manual.) Send the original and four copies in addition to a 1000-word summary and a 100-word abstract by November 30, 1984 to: Dr. Hideko Bannai, USC School of Education, Los Angeles, California 90089.

Featuring Jim Henson's Sesame Street Muppets
OXFORD
SESAME STREET

Oxford University Press and Children's Television Workshop present

OPEN SESAME English as a Second Language Series

BIG BIRD'S YELLOW BOOK

Featuring Jim Henson's Sesame Street Muppets

Oral Language Development Program

© Muppets, Inc. 1984

Author: Jane Zion

Big Bird's Yellow Book, featuring the world-famous Sesame Street Muppets, is especially designed for children who are just learning to speak English. Lively songs, chants, stories, conversations, and games are all coordinated with pictures in the book.

Available: Student Book; spiral-bound Teacher's Book (with full-size, full-color interleaved Student Book pages); Activity Book or Duplicating Masters; Cassette; Picture Cards; Picture Dictionary

Coming Soon: Oscar's Bridge to Reading Book and Cookie Monster's Blue Book

This educational book was created in cooperation with the Children's Television Workshop, producers of "Sesame Street." Children do not have to watch the television show to benefit from this book. Workshop revenues from this book will be used to help support CTW educational projects.

Oxford University Press · English Language Teaching Department
200 Madison Avenue, New York, N.Y. 10016 · (212) 679-7300

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

CALENDAR OF FORTHCOMING TESOL MEETINGS

—1984—	
November 2-3	TEXTESOL State Convention, San Antonio, Texas
November 2-3	Northern New England TESOL, Bethlehem, New Hampshire
November 3	NCATESOL, Cullowhee, North Carolina
November 3	Hawaii Council of Teachers of English, Honolulu, Hawaii
November 3	CATESOL San Diego Regional, Palomar College, San Diego, California
November 3	CATESOL Bay Area Regional, San Francisco State, San Francisco, California
November 3	LOSBESOL Mini-Conference, Lancaster, Pennsylvania
November 3	OKTESOL, Oklahoma State University, Stillwater, Oklahoma
November 9-10	MIDTESOL, Maryville College, St. Louis, Missouri
November 10	MITESOL, Detroit, Michigan
November 10	BATESOL, Essex Community College, Maryland
November 16-17	Puerto Rico TESOL 11th Annual Convention, Palace Hotel of Isla Verde
November 16-17	WAESOL, Bellevue Community College, Seattle, Washington
November 22-24	COTESOL, Denver, Colorado
November 23-25	JALT, Tokyo, Japan
—1985—	
January 24-27	3rd Rocky Mountain Regional, Tucson, Arizona
January 26	ORTESOL Mini-Conference, Beaverton, Oregon
February 1-2	TEXTESOL IV 7th Annual Conference, Beaumont Hilton Hotel, Beaumont, Texas
March 8-9	MIDTESOL, University of Missouri-Columbia, Columbia, Missouri
March 14-16	B.C. TEAL 18th Annual Convention, Richmond Inn, Richmond, B.C.
March 16-17	3rd Annual TESOL France, Ecole Centrale de Paris
May 2-4	Illinois TESOL/BE 13th Annual State Convention, Peoria, Illinois
May 10-11	ConnTESOL, Bridgeport, Connecticut
September 14-15	JALT, Tokyo, Japan
October 15-17	5th Midwest Regional, Wisconsin

NORTH CAROLINA TESOL EXPANDING

A Carolina TESOL organization embracing both North and South Carolina now seems very likely. Several South Carolinians have already joined NCA/TESOL. When the matter was brought before the membership at the spring regional conferences, the reaction was very favorable. As a result, the executive committee of NCA/TESOL has agreed on the following changes to its constitution and by-laws. Throughout the document **NCA/TESOL** has been changed to **Carolina TESOL**.

ESL IN SECONDARY SCHOOL SWAP SHOP AND RAP SESSIONS AT TESOL '85

The Secondary School Interest Section (SSIS) would like to hold a "swap shop" of ideas and materials as well as several rap sessions at TESOL '85. We need knowledgeable and skilled facilitators for these sessions, so remember what your uncle always says, "We need you!" for successful presentations.

Interested? For more information, please contact Gail Slater, Associate Chairperson, SSIS, 3323 Kings Highway, Brooklyn, NY 11234.

TEXTESOL I AWARDS TWO STUDENT SCHOLARSHIPS

TEXTESOL I, El Paso, Texas, awarded two student scholarships as a result of their scholarship fund raising drive. **Monica Jaloma** of Bowie High School and **Fabiola Parra** of Socorro High School have each been awarded $1,000 scholarships for their college education. The TEXTESOL I Scholarship Committee was charged with the selection of one former ESOL student, but it reached a deadlock between the two top candidates. **Mr. Hector Holguin**, of Holguin and Associates, broke the deadlock by making an additional $1,000 scholarship available, thus making it possible for both women to go to college. The scholarship fund raiser—La Fiesta Feliz, a dinner dance held at the El Paso Country Club—was chaired by **Rosita Apodaca**.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

ESL IN HIGHER EDUCATION: A MESSAGE FROM THE CHAIR

Our recent history reflects much effort and talent, plus overdoses of drudgery alone and in groups, to produce a workable set of governing rules for our Interest Section. Our present attention is on fleshing those rules out into (1) an ever-better program for the annual TESOL Convention, (2) a stable system for nominating and electing I.S. officers and (3) reconstituting our *Higher Ed Newsletter*. Our future seems to be one everyone is racing to catch up to.

In reviewing our past year's program and looking toward our next one, in New York, my intention is for us to pay attention to the academic and professional concerns of our large membership. We actively sought out these views at the several business and planning meetings of the two past TESOL conventions. We clearly plan and carry out the program which our members request and to which they contribute. Our major interests seem to have continued from one year to the next: ESL program administration in university and private settings, and ESL curriculum and the design of programs for particular skills, i.e., oral English, reading, composition, listening. Our interests also extend to particular student groups: university-bound and on campus, International TAs, immigrants participating in college and university programs. Professional preparation and standards are also high on our list of concerns, according to our membership; so are measurement and assessment of language skills. We are keenly aware of operating with a very great deal of talent and enthusiasm among our members on the one hand, and, on the other hand, under the typical constraints on time, space, and money available to us. I sincerely encourage our members and prospective members to respond readily to our call for papers, for rap sessions, and for participation at our annual luncheon and various meetings this coming spring in New York.

Thanks to the diligence of our past Higher Ed officers (Holly Jacobs, Cala Shields, Lynn McNamara) and too many others to name here, we have a solid set of governing rules now. One of the key features of this year's work to come out of those rules is a clearly-managed sequence of nomination and election steps, overseen this year by our past chair, Lynn McNamara. Ms. McNamara also heads the newsletter editor search committee, a job our I.S. seeks to fill with someone with enthusiasm and all the other "right stuff" for ESL/Higher Ed news work.

Our future holds the challenge of being responsive to a membership having universal needs and diverse fascinations: language proficiency development and testing, computer-assisted ESL programs, the oral English skills of international students who are teaching assistants in our universities. At a time when new topic-specific interest sections are developing, it may be more important than ever for our ESL in Higher Education I.S. to retain the broader perspective its programs have reflected in the past several years. We invite you to contribute your talents, energies, and ideas to this exciting future. See you in New York!

Virginia Streiff
ESL in Higher Education

Continued on page 14

AFFILIATE NEWS

Continued from page 13

VENEZUELA TESOL CONVENTION TRIPLES ATTENDANCE OVER 1983

The second annual Venezuela TESOL Convention held in Caraballeda, Venezuela on May 25-27, 1984, was an overwhelming success with over 400 people attending, tripling the number of last year's turn-out. The convention had both international and national participation with representation from all regions of Venezuela and visitors from the Dominican Republic, Haiti, Puerto Rico and the United States. Their presence reflects a growing interest in regional cooperation and brings with it the promise of future activities that transcend national boundaries. Organizational boundaries were also lifted with the telegram message of Peter Strevens, chairman of IATEFL (International Association of Teachers of English as a Foreign Language) and the very active support of the British Council. Mr. Strevens' message read as follows: "Following our new policy of close collaboration with TESOL and seeking further ways of helping teachers everywhere, IATEFL hopes that next year it may be able to assist your conference more actively."

The presence of **Darlene Larson** from New York University, **Fr. Edward Justen** from the University of San Francisco, **Maureen Priestly** from the American School in Guadalajara, Mexico and **John Leach** from the University of Connecticut added a new dimension to the program. Along with this international participation was the increased participation of Venezuelans working at all levels in the field of EFL.

"Musica criolla" was provided for the Venezuela TESOL Convention by the lively ensemble Convenezuela.

They came with an enthusiasm and concern that makes the future of Venezuela TESOL very promising.

Representatives from more than ten international publishing companies also attended, displaying their teaching materials, as well as giving both commercial and academic presentations. Their presence gave many educators in Venezuela the opportunity—one that very few usually have—to see the latest in ESL/EFL/ESP and special educational material.

In addition to professional activities for the weekend, social activities were planned with a Venezuelan flavor. A special performance by **Convenezuela** brought the audience to its feet. This musical group, composed of 16 singers and musicians, interprets the traditional folk music of Venezuela highlighting its various ethnic roots (Indian, Spanish and African). It was evocative, educational and very lively. Following the show was a beach party where live dance music was provided by **Cimmaron** and **Herencia Gaitera**, two groups of young musicians who played "musica criolla" until the wee hours of the morning.

Special thanks must be given to **Patricia Lambe** and **Barbara Kiernan**, president and first vice-president respectively, of Venezuela TESOL. Without them such a conference would not have been possible. We salute them and look forward to the third annual Venezuela TESOL Convention which will be held on May 24-26, 1985.

TESOLIN' REPORTS ENGLISH IS OFFICIAL LANGUAGE IN INDIANA

The Indiana General Assembly has enacted legislation establishing English as the official language of the state. The House approved the bill 65 to 30 and the Senate 36 to 13. Governor Orr signed the measure into law. . . . The law seems to have been passed very quickly and without much consideration for its implications and with little explanation of the intention behind it. If, however, the law is used to restrict on-going programs, legal paths and precedents exist to deal with it. Other states are closely watching Indiana to see what will result. . . .

*Reprinted from the Indiana TESOL Newsletter, **TESOLIN'**, Vol. 4, No. 2, Spring 1984.*

NEWS FROM CALL-IS

Computer Assisted Language Learning has a number of interesting activities planned for TESOL '85 in New York City.

Software Fare: The purpose of the Fare is to allow others to see what work is being done in CALL. We encourage presentations of work in-progress as well as of relatively completed efforts. We hope to allow amateur "hackers" to display their efforts, to gain recognition, to share ideas, and to interact with others of similar bent.

This will be an informal "show-n-tell" type affair where several presenters can demonstrate simultaneously. The organizers, Vance Stevens and Roger Kenner, would like to solicit proposals from individuals who may want to participate in this event. Presenters may demonstrate their CALL programming in whatever manner they deem fit, though we cannot guarantee at this time the availability of any computers. Non-commercial, personally produced CALL courseware and management programs are particularly encouraged.

Proposals of 150 words maximum describing the program you wish to demonstrate and detailing the hardware you would need provided for you should be submitted by January 15, 1985 (flexible) to: Roger Kenner, Learning Laboratories, Concordia University, 1455 DeMaisonneuve West, Montreal, Quebec H3G 1MB, Canada.

MIDWEST ENGLISH CONFERENCE: CALL FOR ESL PRESENTATIONS

The 20th annual **Midwest Conference on English in the Two-Year College** will be held February 21-23, 1985 in Detroit, Michigan. To respond to the call for papers, state subject or title of presentation, length of time needed, and provide a description of the proposed ESL presentation, summarizing the major points, and indicating the method of presentation (panel, demonstration, etc.). Please indicate audiovisual or other support needed. Send this information by November 30, 1984 to Leslie Prast, English Division, Delta College, University Center, Michigan 48170.

Opportunities in the United States and Abroad

Teaching English to Speakers of other Languages

Paid teaching internships available through the Boston University Center for English Language

Coursework in TESOL methodology, language theory, language acquisition, and cultural awareness

Creative and innovative teacher training focused on sound pedagogical principles —both theoretical and applied.

The Boston University School of Education offers the following master's level TESOL teacher-training programs:

Teaching English as a Second Language at the K–3, 1–6, 5–9, and 9–12 grade levels in U.S. public schools.

Teaching in domestic and international college and adult education programs.

Applications accepted throughout the year

Boston University School of Education

To: Dr. Steven J. Molinsky, Director, Graduate TESOL Programs,
Boston University, School of Education,
605 Commonwealth Avenue, Boston, MA 02215

Please send further information about your graduate TESOL programs.

NAME

STREET

CITY STATE ZIP CODE

Boston University is an equal opportunity institution.

REVIEWS

Edited by **Howard Sage**
New York University

VIEWPOINTS U.S.A.: A BASIC ESL READER

by Roberta J. Vann and Vivian P. Hefley. 1984. Harper & Row Publishers, Inc., 10 East 53rd Street, New York, New York 10022. (xiii + 286 pp., $11.50).

Reviewed by Beth Travelstead
University of Illinois, Chicago Circle

Viewpoints U.S.A., designed for high-beginning and low-intermediate adult ESL students, has three main goals: (1) to expand the student's general vocabulary; (2) to provide knowledge of North American life; and (3) to have students practice specific skills such as pre-reading, scanning, finding the main idea, and using context clues and affixes to decipher the meanings of new words. By constructing a wide range of vocabulary practice, selecting topics inspired by students' curiosity about certain features of North American life, and providing a rather complete practice in using various reading strategies, *Viewpoints U.S.A.* attains its purpose successfully and can certainly contribute to developing ESL students' reading proficiency.

In addition, *Viewpoints U.S.A.* successfully attempts to change current attitudes among ESOL teachers and curriculum developers in order to improve the present teaching of reading. Its most striking contribution lies in its approach to achieving reading competence, i.e., the book focuses primarily on the development of basic reading skills without neglecting a student's introduction to reading. As suggested in its title, *Viewpoints* assumes that reading is an active process in which the student draws upon and concurrently uses various abilities that s/he has acquired. As a result, the book stresses various mechanisms that promote the student's cognitive development, such as visual clues of spelling, knowledge of probabilities of occurrence, contextual-pragmatic knowledge, and syntactic and semantic competence.

Each lesson is tightly structured: pre-reading, comprehension, vocabulary skills, reading skills, and post-reading activities. Each offers a variety of exercises that attempt to help students acquire, practice, and review essential reading skills. This wide range of possibilities also allows individualized instruction, i.e., the teacher is free to select the most appropriate exercises that fit his/her students' reading tastes and interests, backgrounds, and proficiency levels.

A typical lesson plan starts with a pre-reading activity which sets up an expectation for what the students are about to read. The first procedure consists of asking questions of the students about the title and opening illustration. The purpose is to make students search for meaning, first, by guessing and hypothesizing and then by confirming or revising. The pre-reading activity also involves questions based on scanning, which help the student to discover the general ideas of the text and meaningful questions which focus the student's attention primarily on one feature of the content. The pre-reading activity, then, leads the students to read for meaning.

Following the introductory activity, there is Reading 1, which occasionally has illustrations that visually explain a word. At the end of Reading 1, the student deals with a variety of exercises to check comprehension that address four essential reading skills:

(1) overall understanding: recognizing true and false ideas from the passage (Chapters 1-9) and expanding those ideas in his/her own words (Chapters 10-18);
(2) factual questions: answering questions about specific facts after careful reading or rereading of the text;
(3) inferential questions: answering questions beyond the passage itself, utilizing knowledge gained from the passage; and
(4) synthesis of knowledge: (a) synthesizing prior knowledge of a topic and expanding vocabulary and comprehension (What do you think?), and (b) synthesizing the new knowledge gained from the information in the passage by selecting main ideas and reconstructing them in his/her own words.

The next step in the lesson develops vocabulary skills. The exercises range from expansion of a student's vocabulary (word search, matching meanings, idioms and expressions) and acquisition of strategies for dealing with unfamiliar words they may encounter in reading (opposites, word families, compound words, and affixes) to tests of students' acquisition of newly-learned vocabulary (vocabulary in context). The greatest power of these series of vocabulary activities resides in two underlying assumptions: (1) students learn new words only when they need them, i.e., only when the students encounter them within a context; and (2) students' retention is likely to increase when links with related vocabulary items are established.

After the vocabulary skill activities, the lesson either presents Reading 2 (followed by comprehension check, vocabulary skills, and reading skills) or introduces some reading skills exercises (followed by Reading 2, comprehension check, vocabulary skills, and reading skills.) In reading skills, the student practices various reading strategies to improve his/her reading competence in the target language, including:

(1) guessing the meaning from context;
(2) learning cohesive devices, including pronoun reference, connecting words, etc.;
(3) scanning;
(4) sentence splitting: mastering complex and compound sentences by breaking them into more easily understandable syntactic units.

Each lesson plan ends with post-reading activities which extend the student's opportunity to use newly acquired reading skills in new contexts (strip stories, applications, and linear biography) and reinforce newly acquired vocabulary by means of amusing activities (puzzles and games).

The only apparent drawback of the book is its length: 18 lesson plans composed of two relatively long readings and a wide assortment of exercises. However, as the authors suggest, the book is ideal for a two-course sequence because of its sequential arrangement: the first half of the book presents the basic vocabulary and simple grammatical structures and the later chapters review and build on this potentially internalized knowledge.

Resembling the format we have come to associate with the many intermediate and advanced readers now available, what, then, is basic about this "Basic ESL Reader"? For one thing, as I have noted, the first half of the book emphasizes basic vocabulary and simple grammatical structures. Its stated audience is high-beginning and low-intermediate ESL students. Although *Viewpoints* focuses on an area (the U.S.A.) that doesn't allow it as great a variety of reading topics as, for example, another popular text on the market for some ten years, still it exceeds that reader in a more important area. The variety, originality, and sophistication of *Viewpoints'* materials supporting reading strategies greatly exceed those in the older (1974, revised 1980) text. Comparisons with other basic readers simply don't work. To compare *Viewpoints* with Longman's *Structured Readers* or those belonging to the Macmillan *English 900* series yields little. Those readers, replete with graded vocabulary levels, each focus on a reading itself, offering few substantive or comprehensive exercises supporting the reading. Their forte is the text itself. *Viewpoints*, clad in a format usually encountered at the intermediate level but here aimed at the basic reader, is more than a reader; it is a reading-skills text. There is no reason to doubt that its format, carried over from the intermediate market and linked to basic content here, will make its mark down below too.

Viewpoints U.S.A. harmoniously combines the necessary mechanisms to improve English proficiency with the pleasure of acquiring knowledge. Students develop technical language skills and, at the same time, learn about actual and meaningful issues related to today's life as embodied in chapter headings like "Nobody Can Do It Like McDonald's," "Adult Education," "Run for Your Life," "Rodeo," and others. It also responds to the ESL student's need for practical learning, providing students with a variety of practice in non-linear readings of items such as maps, charts, tables, and ads as well as interesting survival-English materials such as how to deal with money and prices, how to fill out an address on a postcard, and more.

Viewpoints U.S.A. will undoubtedly improve second language learners' competence in reading and provide them with a solid and meaningful language experience.

About the reviewer: Beth Travelstead, who is from Brazil, is a graduate student in linguistics (TESOL) at the University of Illinois, Chicago Circle.

SPECTRUM: A COMMUNICATIVE COURSE IN ENGLISH

by Donald R. H. Byrd (Project Director), Diane Warshawsky, Sandra Costinett, Joan Dye, Nancy Frankfort, Sharon Abrams, David P. Rein, and Anna Voltfort. 1982. Regents Publishing Company, Inc. Two Park Avenue, New York, N.Y. 10016. (Six levels of textbooks, 136 pp. each; workbooks, 96 pp. each; teacher's editions; and cassettes, $40.00 per level.)

Reviewed by Maryann O'Brien
University of Houston

The communicative approach to language learning on which the *Spectrum* series is based is a sound one. As the advertisement for the series says, "It gets people talking." Communicative syllabus design leads the field today in textbook writing, and rightly so. This approach begins with the organization of the content rather than with the forms of the language. Rather than ordering units around such grammatical concepts as verb tense, modal auxiliaries, or noun clauses, the communicative sylla-

Continued on next page

SPECTRUM

Continued from page 15

bus is built on functional notions that correspond roughly to the linguistic notions of elocutionary speech acts. Instead of a lesson called "Question words," for example, there might be a lesson entitled "Asking for information." The actual structures involved would not be confined to the interrogative, since there are many ways to ask for information, depending in part on the situation and the relationship of the participants. "Excuse me, I'm looking for the English Department" can hardly be considered anything but a polite request for information, yet no question word or question form is used.

The focus of organization, then, is on language used as behavioral interaction. According to Wilkins, (1976:42), one of the pioneers in communicative syllabus work, "The whole basis of a notional approach to language teaching derives from the conviction that what people want to do through language is more important than the mastery of the language as an unapplied system." One of the things people "want to do with language" is to be able to use it from the very beginning. Imagine that you have recently arrived in a foreign country, as so many of your students have just done, and moved into an apartment. The first chapter in *Spectrum 1* is called "Moving in," and by the end of the lesson, you have learned how to introduce yourself to your landlady and your new neighbors and how to spell your name for a lease agreement. Compare this with the first lesson in another popular series which restricts the grammar to two verbs—"be" and "have," so that by the end of the first chapter you can say "Where's the book?" "It's on the table." and "I have one bird." It's hard to imagine people wanting to do something through language where that last sentence would be of use.

The grammatical structures used in the first few lessons of *Spectrum 1* can be quite complex—imperative, simple present tense, past form of certain modals, present continuous, reduced sentences, future tense, present perfect, and "have to" all appear in the first two lessons. But the authors rightly recognize that students' receptive skills develop much faster than their productive ability. They make provision for this by testing the comprehension of the more difficult structures with right/ wrong, multiple choice, and matching exercises. Many of the common idioms that students need are introduced formulaically, postponing the grammatical explanations and practices until later in the text.

Another notable characteristic of the communicative syllabus is that rules of use are taught along with rules of usage. Hymes (1974:51) and other leading sociolinguists argue that members of a speech community share not only a tacit knowledge of linguistic rules, but also rules of appropriateness which are culture specific. Language learners, then, need to develop a communicative competence as well as a grammatical one, and this is just what the *Spectrum* series sets out to do. Considerations of register and style are an extremely important part of communicative competence because they provide the learner with a set of guidelines on how items in a repertoire are used in different sociocultural settings, the most important being the "real world" outside the classroom. One very good example of this is found in *Spectrum 2*, Lesson One. Charles Jackson, a bank teller, has just been transferred to a new branch. Two dialogues are presented: in the first one, Charles meets his co-workers and the language is in-

Continued on next page

Skill Sharpeners

Judy DeFilippo and Charles Skidmore
with Michael Walker

Skill Sharpeners 1
ESL
JUDY DeFILIPPO
CHARLES SKIDMORE
Skill Sharpeners 2
Skill Sharpeners 3
Skill Sharpeners 4
ESL
JUDY DeFILIPPO
CHARLES SKIDMORE

ALL LEVELS NOW AVAILABLE

The perfect tool for building and sharpening basic skills essential to success at the secondary level in mainstream academic subjects—English, social studies, math, history, science, and citizenship.

Highlights include:

- Content-oriented materials to bridge the gap between ESL and the regular classroom
- Focuses on survival skills for coping with a new school and community
- Features basic skills review geared to the abilities and interest of teenagers
- Ideal supplement for NEW HORIZONS IN ENGLISH or any basal ESL series

Addison-Wesley Publishing Co.
World Language Division
Reading, MA 01867 617/944-3700
or your nearest Addison-Wesley representative

SPECTRUM

Continued from page 16

formal—they introduce *themselves*.

"Hi. Are you Charles Jackson?"

"Yes, what's your name?"

"I'm Teresa Rivera, but everyone calls me Terry."

"Nice to meet you. Just call me Charley."

In the second dialogue, the new employee is *being* introduced to the branch manager, so the language forms are more formal:

"Mrs. Akbar, I'd like you to meet the new teller, Mr. Jackson. Mr. Jackson, Mrs. Akbar, our branch manager."

"How do you do?"

"How do you do?"

The corresponding chapter in the student workbook includes pictures of two similar situations where students are asked to write a formal introduction for one and an informal introduction for the other. International students sometimes have the impression that everyone and everything in the United States is informal, especially since we have no "tu"-"Usted" distinction in English, but variations in register are very important, and this is an excellent way of helping students learn to use these variations properly. The books also present the racial, ethnic, and gender mix of characters that we find in everyday life and so come to expect. In the dialogue above, for instance, Charles Jackson is black, Teresa Rivera is presumably Hispanic, and the branch manager of the bank is a woman.

The teacher's editions that accompany each book are designed to be of utmost help to the instructor. The authors know that not everyone has made the move from teaching English grammar to helping students develop communicative competence in English. The manuals contain directions, explanations, suggestions that include lesson plans, procedures, and warm-up, follow-up, and role-play exercises.

Even though *Spectrum* is a series of several books, students need not begin with Book 1 and continue through Book 6. Each text can be used separately, which is important in situations where new students enter each term at varying proficiency levels. In a more academically oriented ESL program, *Spectrum* can be used as a base text at the beginning levels, and when students need to focus their attention more on the reading and writing needed for their university work, *Spectrum* can still be used in the speaking or conversation component of the program. The *Spectrum* series, like any published text, will not be all things to all people, but it will help learners develop a communicative proficiency in English—a proficiency which, as Savignon (1983:256) states, "is best determined not by how much language one knows but by how well one can communicate."

About the reviewer: Maryann O'Brien is the program coordinator of the Language and Culture Center at the University of Houston.

REFERENCES

Hymes, Dell. 1974. *Foundations in sociolinguistics: an ethnographic approach*. Philadelphia: University of Pennsylvania Press.

Savignon, Sandra J. 1983. *Communicative competence: theory and classroom practice*. Reading, Massachusetts: Addison-Wesley Publishing Company.

Wilkins, D. A. 1976. *Notional syllabuses*. Southampton: Oxford University Press.

BOOK REVIEWS

Please address reviews and/or inquiries to Ronald C. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

TESOL '84 CONVENTION:
Geographical Breakdown of Registration Figures

Sixty-three countries were represented at TESOL '84 in Houston, compared to 45 countries represented at both TESOL '83 in Toronto and TESOL '82 in Honolulu. Participants from the United States comprised 83% (2614) of the total registration. Registrants from the remaining 62 countries comprises 17% (519) of the total convention registration, with Canada, Mexico and Japan heading the list. This list does not include exhibitors, whose registration brings the total figure to 3525.

Country	Preregistered	Onsite	Total
Australia	11	1	12
Bahrain	0	1	1
Belgium	1	1	2
Brazil	5	4	9
Canada	76	48	124
Chile	1	2	3
China (PRC)	4	3	7
Colombia	2	0	2
Costa Rica	2	0	2
Dominican Republic	2	1	3
East Germany	1	0	1
Ecuador	1	0	1
Egypt	9	3	12
El Salvador	0	1	1
Finland	0	1	1
France	3	1	4
Guatemala	0	3	3
Haiti	1	1	2
Hong Kong	1	3	4
India	1	0	1
Indonesia	2	1	3
Iraq	0	1	1
Israel	2	3	5
Italy	2	0	2
Jamaica	0	3	3
Japan	38	21	59
Kuwait	0	3	3
Lebanon	0	1	1
Malaysia	0	4	4
Mexico	46	28	74
Morocco	4	1	5
Netherlands	0	1	1
Niger	1	0	1
Nigeria	0	1	1
Norway	1	0	1
Oman	1	0	1
Panama	3	2	5
Peru	1	1	2
Philippines	2	14	16
Poland	1	0	1
Portugal	0	1	1
Saudi Arabia	20	17	37
Scotland	1	0	1
Senegal	2	1	3
Singapore	0	2	2
Somalia	0	1	1
South Korea	3	1	4
Spain	1	2	3
Sri Lanka	0	1	1
Sudan	0	1	1
Sweden	1	2	3
Switzerland	2	1	3
Syria	0	1	1
Tanzania	0	1	1
Thailand	2	6	8
Trinidad & Tobago	0	1	1
Turkey	3	0	3
United Kingdom	17	15	32
United States	1681	933	2614
Uruguay	6	0	6
Venezuela	8	7	15
West Germany	5	1	6
Yemen Arab Republic	1	0	1
Yugoslavia	0	1	1
Totals	1978	1155	3133

UNITED STATES

State	Preregistered	Onsite	Total
Alabama	7	2	9
Alaska	9	10	19
American Samoa	0	1	1
Arizona	31	23	54
Arkansas	10	5	15
California	163	89	252
Colorado	38	16	54
Connecticut	5	5	10
Delaware	4	1	5
District of Columbia	49	21	70
Florida	47	27	74
Georgia	12	6	18
Hawaii	27	8	35
Idaho	0	2	2
Illinois	97	55	152
Indiana	31	17	48
Iowa	19	13	32
Kansas	9	12	21
Kentucky	7	1	8
Louisiana	25	21	46
Maine	3	1	4
Maryland	24	7	31
Massachusetts	60	27	87
Michigan	57	14	71
Minnesota	18	7	25
Mississippi	0	8	8
Missouri	14	9	23
Montana	0	1	1
Nebraska	1	3	4
Nevada	4	1	5
New Hampshire	1	1	2
New Jersey	32	17	49
New Mexico	18	17	35
New York	137	83	220
North Carolina	9	4	13
North Dakota	1	0	1
Ohio	30	22	52
Oklahoma	18	6	24
Oregon	31	6	37
Pennsylvania	30	26	56
Puerto Rico	4	4	8
Rhode Island	10	1	11
South Carolina	10	2	12
Tennessee	18	7	25
Texas	414	271	685
Trust Territory	1	0	1
Utah	27	10	37
Vermont	26	5	31
Virginia	46	11	57
Washington	31	23	54
Wisconsin	13	3	16
Wyoming	3	1	4
Totals	1681	933	2614

IT WORKS

Edited by Cathy Day
Eastern Michigan University

This contribution to **It Works** *is slightly different from the usual techniques which appear in this column. There are, however, a variety of teaching suggestions included—aimed primarily at ESL teachers who work with elementary age children. I hope that the author's comments and suggestions will be thought-provoking, and will provide impetus for the elementary ESL teachers who read this column to share more specific techniques with readers.* C. Day

LETTING CHILDREN TALK

by Michele Hewlett-Gomez
University of Texas at Austin

Children remember and use language that gives them meaning. For both first and second language learners, meaning is the key to developing language. Language learning occurs through a creative construction process in which learners put together familiar pieces of the language to express their own meanings. In this manner, children recognize the purpose of language as a communication device.

Yet I often find classrooms where children are given little or no opportunity to develop their linguistic proficiency. Here, the teacher's main goal is to transmit knowledge, ask questions and evaluate students' responses for only one specific answer. This teacher behavior has been described by Edwards and Furlong (1978) as asking questions for known answers, and indicates the dominance and control that this type of language usage can create in the classroom. Language activities that promote thinking, such as children asking questions as well as clarifying, expanding and evaluating each others' answers and questions, are generally ones which are excluded from the classroom for traditional teaching practices. For teachers to contribute to the goal of increasing students' academic involvement, he/she must talk less and students must talk more. This article addresses three tools that help teachers to foster and encourage English as a second language (ESL):

1) the teacher as a language model
2) teacher talk
3) student talk

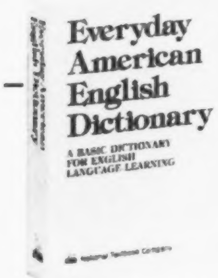
Teacher as a Language Model

The impact of a teacher's role as a language model to the second language learner is obvious. Yet only recently has attention been focused on the precise nature of this mode. Krashen (1980) proposed an Input Hypothesis, which states that one acquires a second language by understanding linguistic input that is a little beyond one's current level of proficiency. This means that for a child to understand a new item, it must be contained within a familiar verbal or nonverbal context. When input is too far beyond the learner's level, only noise will be heard. If input is at or below the learner's language level, no additional learning occurs, just reinforcement of established learning.

Krashen's perspective seems simple enough; however it can be difficult to implement. An informal self-assessment of one's teaching practices will help. For example, a teacher can audio tape the interaction between him/herself and the students in order to check the children's language proficiency. After the lesson, the teacher can listen critically to the language models to determine if his/her questions were at or beyond the children's language proficiency levels. A guideline for teachers to use to determine if a question is on or beyond a child's comprehensible input is found in Bloom's (1956) *Taxonomy of Educational Objectives: Cognitive Domain* (Knowledge, Comprehensive, Application, Analysis, Synthesis, Evaluation).

Secondly, in addition to the self-assessment information, a teacher can establish a natural language environment. The more comfortable a student feels in the classroom, the more likely talk will occur and the more likely a stronger self-confidence will result (Susskind, 1979). Here the teacher can communicate with the limited English proficient student by paraphrasing and repeating questions, by slowing down between questions, and by explaining and illustrating the parts of a concept from simple to complex. This modeling provides the students with examples of how to use the language outside the classroom. For example, the concept

Continued on next page



NEW!
The First *American English* Learners' Dictionary

EVERYDAY AMERICAN ENGLISH DICTIONARY
A Basic Dictionary for English Language Learning

This simplified dictionary provides all the essential vocabulary and information ESL students need for survival inside and outside the school community, including:

- 5,500 of the most common English words
- Brief, clear definitions
- Controlled vocabulary and grammatical structures
- American spellings and pronunciations throughout
- Parts of speech identified for each entry
- Examples given to aid comprehension
- Simplified pronunciation key
- Table of irregular verbs
- Maps, charts, and special reference features

NEW!
BUILDING DICTIONARY SKILLS IN ENGLISH

An activity book correlated to the dictionary, this workbook is an outstanding reference text in itself. It familiarizes students with the special features of *Everyday American English Dictionary* and at the same time provides structured opportunities for students to learn and practice dictionary usage skills.

Hardbound Dictionary 5 1/4" x 7 1/2"	406 pages No. 0339-8	price **$7.95**
Softbound Dictionary 5 1/4" x 7 1/2"	406 pages No. 0337-1	price **$4.95**
Workbook 8 1/2" x 11"	48 pages No. 0336-3	price **$2.95**

Order today for your ESL students!

Call toll free 800-323-4900
(In Illinois 312-679-5500)

NTC
National Textbook Company
4255 West Touhy Avenue
Lincolnwood, Illinois 60646-1975 U.S.A.

IT WORKS

Continued from page 18

of fruits can be taught by beginning with familiar fruit items and their labels. Students can participate in making displays of actual fruits or in drawing pictures or posters of them. A discussion of likes and dislikes of the various fruits follows quite naturally, thus providing practice in the use of adjectives and their comparative forms.

Teacher Talk

How can teacher talk guide children's second language learning? One way is through questioning. Teachers have always regarded questions as an essential part of teaching. And it is virtually impossible to perceive classroom discourse without questions between a teacher and the students.

In defining a question, Hyman says: "A question probes the respondent to think so as to supply a response and direct that respondent to think about a particular topic" (1979, p. 1). For example, suppose a teacher asks a child, "What effect did the school bus wreck have on Mr. Blanchard's class?" Unless the student has a list of prepared responses, the question spurs the student to think about the school bus wreck and to express personal opinions as well as ask questions. After a student's initial response, the teacher may probe even further by asking connected questions such as "What else?", "And?—" and "Why do you feel that way?". She/he also can ask someone else to comment on the same topic (e.g., "What are your reactions to the topic, Juanita?") and contribute further information by probing the response (e.g., "Your response is accurate and what do you mean by______? Please elaborate, Juanita."). But most importantly, the teacher has achieved the goal of getting the student to think and respond in a way that stretches his/her current knowledge and language ability.

Next, teachers can use, in accordance with Bloom's *Taxonomy*, multi-level questions to guide their questioning. For example, the concept of fruits can be taught using questions based on a hierarchy of objectives and activities:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
OBJECTIVES					
Name five fruits.	Explain the taste of the five fruits.	Illustrate how the five fruits grow.	Compare the five fruits with each other.	Compose a riddle for a fruit.	With classmates, judge your riddle.
ACTIVITIES					
Drill Games Puzzles	Debate Dramatization Peer Teaching	Model Building Interviewing Group Presentation Practice	Brainstorming Outlining Making deductions	Original Plan Organizing & conducting a project.	Assessment Judgments
KEY WORD CHART					
Find List Recall Repeat Memorize	Describe Express Interpret Summarize Translate	Apply Calculate Operate Sketch Solve	Analyze Dramatize Discover Infer Differentiate	Construct Debate Formulate Hypothesize Produce	Appraise Grade Rank Select Estimate

In addition to the use of multi-level questions, teachers can incorporate longer wait-time when initiating questions or formulating responses of children. Here, the teacher can say "René, do you need more time to think?" or "Let's quietly wait for René." Then when René does speak, use phatics such as "Umm," "Ahhh" and "Oh, yes!" to encourage talk. Wood and Wood (1983) found this technique helpful for students to sustain attention, to prepare their own questions and to encourage talk about stories.

Lindfors (1980) expands these suggestions further by suggesting that certain types of teacher-led discussions can often stifle children's language. Three prominent features of teacher talk are mentioned that can restrict growth in language proficiency and are most prevalent in a teacher dominated, rather than teacher responsive, classroom:

1) Parroting:	Teacher repeats the children's answers word-for-word which can limit language growth, interfere with self-confidence and lessen opportunities for children to listen to each other.
2) Fishing:	Teacher seeks and accepts only one particular answer to the questions, affecting the self-confidence of the student by denying children their response.
3) Limited questions:	Teacher asks closed or convergent questions which fail to invite children to think, wonder, justify, explore, explain, convince or create, but simply state a label or fact.

Thus the quality and quantity of teacher talk and the use of good questions in one area of instruction are just a beginning. Classroom discourse across the curriculum should include positive language learning experiences at all times for children.

Student Talk

How often do students talk in their classrooms? Not very often for most and even less often for the non-assertive second language learner. The extent to which students play an active and initiating role in the classroom, rather than a passive and responsive one, is a vital concern for teachers of ESL. The frequency and quality of students' questions, their ideas and responses to teachers' questions are important variables in the language process. Susskind (1979) divides student talk into three categories:

1) Student answers:	Student answers questions initiated by the teacher.
2) Student questions:	Student poses a question of his own.
3) Student declaratives:	Student initiates a declarative statement of fact or opinion where the statement is not an answer to a teacher's question.

Specifically, he suggests that students' questions and declaratives measure their interest and curiosity about the instructional materials and concept presented. In addition, they reveal the extent to which students feel they have a right to influence the classroom discourse. Student's answers merely reflect a response to the teacher's question.

To exercise talk, students must actively engage and confront the learning activity. When students are motivated by activities that are relevant to their interests, it is then that students will respond best because the school is "*their place to learn.*"

Explaining three tools that encourage second language learning is just a start toward changing traditional language teaching behavior. If you are really serious about changing your methods of language teaching, ask yourself first, "Is the way I am teaching ESL the reason why students are not learning their second language?" Then take time to listen to yourself and the children from a taped lesson. See who is really doing the most talking. And while your reconsideration of the language teaching process is underway, look at the appropriateness of the instructional materials you have chosen for lessons. Do they go beyond the known and allow opportunities for "*adventurous thinking and talking?*" It is never too late to let children talk and talk and talk. . . .

REFERENCES

Bloom, B. *Taxonomy of Educational Objectives: Handbook of the Cognitive Domain*. New York: David McKay, 1956.

Edwards, A.D. and Furlong, V.J. *The Language of Teaching*. London: Heinemann, 1978.

Hyman, R. *Strategic Questioning*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

Krashen, S. "The Input Hypothesis." In *Current Issues in Bilingual Education, Georgetown University Round Table on Language and Linguistics*, edited by James E. Alatis. Washington, D.C.: Georgetown University Press, 1980.

Lindfors, J.W. *Children's Language and Learning*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1980.

Susskind, E. "Encouraging Teachers to Encourage Children's Curiosity: A Pivotal Competence." *Journal of Clinical Child Pyschology*. 8, #2, Summer 1979, p. 101-106.

Wood, H. and Wood, D. "Questioning, the Preschool Child." *Educational Review*, 35, June 1983, p.149-162.

About the Author: Michele Hewlett-Gomez has taught and administered bilingual/ESL programs in Texas, Colorado and Washington since 1971. She is currently a doctoral candidate studying the verbal interaction patterns between teachers and students in bilingual/ESL classrooms.

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

TESOL'85

Members of Elementary Interest Section!

Information about
how to participate
in the Swap-Shop at TESOL '85
coming in the December *TN*.

It gets people talking.

SPECTRUM™

A Communicative Course in English

"SPECTRUM is a very fine series of books that represent a real contribution to teaching and learning ESL. The lessons are varied and interesting, the pedagogy is straightforward and sound, the illustrations are delightful, and the entire program is well coordinated."

The Modern Language Journal, 67
Summer 1983

"I have been teaching ESL for a total of eleven years. Rarely is a series as interesting and thorough as SPECTRUM."

Judith A. Meyer
ESL Chairperson
Lincoln Junior High School
El Paso, Texas

"Everyone who has used SPECTRUM has nothing but praise for it because of the progress students are making."

Maryann O'Brien
The Language & Culture Center
University of Houston

For complete information about SPECTRUM, call toll-free

800/822-8202 (In New York State call (212) 889-2780.).

Or mail this coupon to:
Christopher M. Foley
Regents Publishing Company, Inc.
Two Park Avenue, New York, N.Y. 10016

☐ Please send me your free full-color, 16-page SPECTRUM Presentation Guide.
☐ Please send me your complete catalog.

Name (Please Print)
Address
City
State Zip Code
TN 10/84

REGENTS PUBLISHING COMPANY, INC. TWO PARK AVE. NEW YORK, N.Y. 10016

THE ESL SPECIALISTS

JOB OPENINGS

Bataan, the Philippines. The International Catholic Migration Commission seeks applicants for ESL, Cultural Orientation, and Pre-employment Training supervisors to work in refugee camps. Students are adult Indochinese refugees preparing for re-settlement in US. Curricula are competency-based; most materials locally developed. Supervisors train and evaluate Filipino teachers using clinical supervision process. Qualifications: MATESOL or related degree or equivalent experience; teacher training or supervision, preferably overseas, extensive cross-cultural experience. Salary: $14,200 (COLA included). Health insurance, in-camp housing, and transportation provided. Starting date: early 1985. Send two copies of resume, cover letter stressing qualifications above, and contact information for three professional references to Susan Fish, USCC/MRS, 1312 Massachusetts Ave., N.W., Washington, D.C. 20005. Telephone: (202) 659-6654.

Cairo, Egypt. The American University in Cairo is seeking an instructor with an M.A. degree in ESL/EFL and extensive experience in language teaching and administration to coordinate and supervise about 30 teachers and to serve as liaison with sponsoring organizations. Background in materials or curriculum development, teaching methodology, or testing preferred. Two-year appointment begins September 1985; renewal possible. Air travel, housing, and schooling included for expatriates. Write, with resume, to: Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017.

Monterey Institute of International Studies. Dean of Languages and Humanities. Responsible for curricula in Languages, TESOL, TESL, English Studies, Masters in Teaching Foreign Language, Intensive Summer Language Program, and the Language Development Center. Earned doctorate in appropriate language discipline, teaching and research accomplishments, academic administrative experience required. Familiarity with summer language school operations preferred. Send resume, five references to: President's Office, M.I.I.S., 425 Van Buren Street, Monterey, California 93940. AA/EOE.

Iowa State University. Tenure-track position. Assistant professor. TESL. Primary teaching responsibilities in a broad range of courses in ESL, in TESL, and in introductory linguistics. Ph.D. or Ed.D. in TESL or applied linguistics required; overseas teaching experience and a background in computer-assisted instruction and/or research design preferred. Appropriate scholarly activity expected. Position available mid-August 1985. Application deadline: December 3. Send application letter and vita to Frank E. Haggard, Chair, Department of English, Iowa State University, Ames, Iowa 50011. AA/EOE.

Japan. The Language Institute of Japan (LIOJ) has a small number of positions open beginning in July and possibly September, 1985. The program is intensive and residential, and our highly motivated students are mostly businessmen and engineers from top Japanese companies. Instructors must have teaching experience, and an M.A. in TEFL or in a related area. Opportunities also exist to work on our journal, *Cross Currents*. For further information, write: Derald H. Nielson, Academic Director, LIOJ, 4-14-1 Shiroyama, Odawara, 250 Japan. A representative will be in North America in March at TESOL '85 to conduct interviews.

LaGuardia Community College, New York City. January or March 1985 opening for an ESL instructor (tenure track) to teach urban students in a five-level credit program. Requirements: M.A. in ESL or Applied Linguistics with advanced course work towards a Ph.D. in either field; familiarity with current research in second language acquisition; demonstrated excellence in teaching all skills, especially oral and/or reading at all levels; professional activities (papers, publications) in either skill area. Salary range: $19,800-$22,000 for academic year. Send resume and letter of application to Professor Gloria Gallingane, Director, The English Language Center, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101. AA/EOE.

UNIVERSITY OF PETROLEUM & MINERALS
DHAHRAN - SAUDI ARABIA
ENGLISH LANGUAGE CENTER

The ELC is responsible for preparing approximately 1000-4000 male students per year for study in all-English-medium technical courses leading to Bachelors' Degrees in Science, Engineering, and Management. The Center currently employs some 70 teachers (American, British, Canadian and Australasian) and is expected to expand. The program is biased toward English for academic purposes. Well-equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available. We have opportunities for well-qualified, committed and experienced teachers of English as a foreign language as of September 1985. Applicants should be willing to teach in a structured, intensive program which is continually evolving and they are encouraged to contribute ideas and materials.

QUALIFICATIONS: M.A. Applied Linguistics/TESL or M.A. in TEFL or TESL

EXPERIENCE: Minimum two years' teaching experience in TEFL/TESL overseas

SALARY: Competitive salaries depending on qualifications/experience. Details at interview. Salaries free of Saudi taxes

ADDITIONAL BENEFITS:

1. **All appointments are both married and single status.**
2. **Rent-free, air-conditioned, furnished accommodation. All utilities provided.**
3. **Gratuity of one month's salary for each year worked, payable on completion of final contract.**
4. **Two months' paid summer leave each year.**
5. **Attractive educational assistance grants for school-age dependent children.**
6. **Transportation allowance.**
7. **Possibility of selection for University's ongoing summer program and evening program with good additional compensation.**
8. **Outstanding recreational facilities.**
9. **Free air transportation to and from Dhahran each year.**

CONTRACT: For two years - renewable

Apply quoting this advertisement with complete resume' on academic and professional background (it is vital that you include this information, and only this information, at this stage) to:

UNIVERSITY OF PETROLEUM & MINERALS
HOUSTON OFFICE, DEPARTMENT 299
5718 WESTHEIMER, SUITE 1550
HOUSTON, TEXAS 77057

OPENING FOR ASSISTANT PROFESSOR

The Division of English as a Second Language, University of Illinois at Urbana-Champaign has a tenure-track assistant professorship. Duties include teaching and research. Ph.D. in linguistics or related field is required. Specialization in ESL methodology and demonstrated research potential with specialization in one of the following areas: sociolinguistics, world varieties of English, neurolinguistics, bilingualism, discourse analysis. Desirable: teaching and research experience in ESL and/or applied linguistics and competence in another language. Starting salary: $22,000 for nine months. Starting date: August 21, 1985. Please forward application, representative publications, vita, and three or more recommendations. These should be mailed to Professor Yamuna Kachru, Chairperson, Search Committee, Division of ESL, University of Illinois, 3070 Foreign Languages Building, 707 South Mathews, Urbana, Illinois 61801. Telephone: (217) 333-1506. In order to receive full consideration, applications must be received on or before January 15, 1985. The University is an Affirmative Action/ Equal Opportunity Employer.

Barranquilla, Colombia. Openings for EFL teachers in programs of intensive English with some secretarial, translation, drama, etc. courses. Qualifications: B.A. or M.A. in English or TESOL. Some knowledge of Spanish helpful. Start in January 1985. The salary is minimal, but it's an excellent opportunity to live in Latin America and gain teaching experience. Write: Centro Colombo Americano, TESOL Department, Apartado Aereo 2097, Barranquilla, Colombia.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at the programs in Riyadh and Taif. Please direct inquiries to: Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, Massachusetts 01950. Telephone: (617) 462-2550.

Continued on page 24

JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** Address and equal opportunity employer/affirmative action (AA/EOE) statement may be excluded from the word count. Type **double space**: first state name of institution and location (city, state/country); include address and telephone number last. **Do not use any abbreviations** except for academic degrees. Send **two** copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A. If copy requires clarification, the Editor will call collect. Please note: no tear sheets are sent for free ads.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

Deadlines: December 15th for February *TN*; **February 20th** for April *TN*; **April 20th** for June *TN*; **June 20th** for August *TN*; **August 20th** for October *TN*; and **October 20th** for December *TN*. Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819 or (718) 626-8546.

LETTERS

CCER FOLLOWS TESOL BY CALLING FOR A NUCLEAR FREEZE

August 20, 1984

To the Editor:

Following the example of TESOL, our own local organization, the Coordinating Committee for ESOL Resources, has adopted a statement calling for a nuclear freeze and a reversal of the arms race. The statement, composed by two of our board members, was voted on and passed by a solid majority of our members attending our annual June conference.

A copy of our statement is enclosed for your examination, and we hope you will mention the action we have taken in the *TESOL Newsletter*. We would be interested in knowing if other chapters have made similar statements.

Mary Lou Lovette
Board Member
Coordinating Committee
for ESOL Resources
P. O. Box 40037
Midtown Plaza Station
Rochester, NY 14604

NUCLEAR FREEZE STATEMENT ADOPTED BY CCER, INC. JUNE 2, 1984

The nuclear arms race, which in recent years has reached global proportions, is the greatest moral issue of our, or any, time. No other generation has possessed the means to bring such complete and final destruction to its planetary home, to achieve the annihilation of life as it has evolved over the past three billion years.

Crucial dialogue on arms reduction between the United States and the Soviet Union has ceased at the same time that tensions among world powers have reached critical heights, with the recent deployment of Cruise, Pershing II and S.S. 20 missiles in Western and Eastern Europe, narrowing the gap between weapon launch and delivery to a matter of minutes.

Rather than work toward the securing of essential educational, social and medical services for all people, world leaders continue to support the diversion of funds away from such programs into military expenditures.

Certainly, one of our responsibilities as educators is to perceive critical life issues and to inform and enlighten our students, that they, in turn, may become fully engaged in the personal manipulation of such knowledge. As ESOL teachers, we are centrally concerned with our students' ability to survive and function effectively in their daily environments and are therefore obligated to be sensitive to those factors which have a potential impact on their lives. Perhaps most significantly, as educators working with student populations of global representation, we are witnesses to the possibilities and success encountered when we trust the ability of individuals from diverse philosophical, religious and socio-economic backgrounds to enter into positive, mutual dialogue and understanding. We thus recognize the importance of affirming ideas, causes and movements which lift up the significance of our interdependency as a worldwide community, our sisterhood and brotherhood one with another. We know that it is our task to support programs and goals which foster mutual respect and understanding, rather than distrust and ignorance; which bring together and build up, rather than set apart and tear down.

In light of these concerns and convictions as educators, we, the membership of the Coordinating Committee for ESOL Resources, Inc., hereby call for:

1) an immediate, mutual and verifiable U.S.-Soviet freeze on the development, production, testing and deployment of nuclear weapons as a first step toward reduction and eventual elimination of all nuclear weaponry from the world arsenal;
2) the prompt resumption of U.S.-Soviet arms negotiations based on a commitment to the principles of conflict resolution;
3) a swift reversal in the present policy of world governments to build up new military programs at the expense of funding basic human needs.

LETTERS

The *TESOL Newsletter* welcomes letters from its readers on items or articles that have appeared in its pages or on other topics of interest and opinion related to the field. Letters should be typed double-space and limited to approximately 500 words. Please address two copies to: Alice H. Osman, TN Editor, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, NY 11101, U.S.A.

Cambridge ESL

In a class by itself.
Clear Speech
PRONUNCIATION AND LISTENING COMPREHENSION IN AMERICAN ENGLISH
CAMBRIDGE UNIVERSITY PRESS

Clear Speech presents a new approach to pronunciation and listening comprehension through intonation, stress, and rhythm, the elements that contribute most to effective communication.

- Clear, nontechnical explanations of American English pronunciation
- Examples and practice exercises recorded on cassettes
- Lectures to prepare students for TOEFL and university work
- High quality recordings
- Teacher's Manual with background information, answer key, quizzes

Student's Book 287901/Teacher's Manual 28791X/Set of 2 Cassettes 245702

Outside the U.S.A. and Canada order from your usual ESL supplier, or in case of difficulty order directly from Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

CAMBRIDGE UNIVERSITY PRESS
32 EAST 57TH STREET/NEW YORK, N.Y. 10022/212-688-8885

THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

These articles address one of the major problems in the ESL profession, i.e., the large number of part-timers. Because of data available, the articles have only dealt with part-timers in higher education. We invite members who work in elementary, secondary, and adult education to define the problem of part-timers at their level and to express their solutions. We encourage those in higher education to do likewise. C.J.K.

PART-TIME ISSUES: A CLOSER LOOK

by Linda Tobash
LaGuardia Community College
City University of New York

The second of two articles on part-time teachers in ESL

"Part-Time Issues: An Initial Inquiry" (*TN*, Vol. XVIII, No. 2) attempted to define who part-timers in higher education are, what motivates them, and what needs they meet in higher education. This article, a continuation of the first, will explore how part-timers are perceived, how they are compensated, and what the future trends appear to be. Again, this article is general in nature and focuses on higher education in the United States. As to what exists for ESL part-timers, the available information is limited; therefore, it is difficult for this article to analyze in a substantive way existing situations and trends. However, parallels will be drawn, questions posed, and hopefully readers will find the information shared enlightening.

Divergent Perceptions about Part-Timers

How part-timers are viewed very much depends upon with whom one is speaking. Not only do part-timers themselves hold divergent and contrasting views as to their roles but so do administrators, full-time faculty, unions, and labor boards. This appears to be true whether one is speaking of public or private institutions, or two-year, four-year, or research institutions. Leslie et al. (1982, p. 6) state that "by virtually all measures the part-time faculty member is a truly marginal member of the academic labor force . . . hired to perform a particular function for a short time . . . normally denied the benefits of full participation in the academic community . . . usually has fewer academic degrees, less experience in academic work, and little or no security in the position."

An examination of hiring practices and an analysis of the degree to which part-timers are integrated into departmental or campus life would seem to confirm the above statement. *Administrators* view the use of part-timers as a means of enabling them to respond better to the institutions' fiscal and flexibility needs. They also often see part-timers as adding to the breadth and depth of the department. Yet hiring practices seem to communicate that part-timers are inferior members of the faculty. Hiring is often very ad hoc and last minute with part-timers being drawn from the local labor market only. Such hiring practices differ greatly from those governing the hiring of full-timers which generally involves extensive advertising and recruitment as well as formalized interviewing procedures. In the field of ESL, the scope of advertising, recruitment, and interviewing for part-time positions has not been measured. However, it appears that what holds true for the majority of part-timers is also true for those who work part-time in ESL. Positions advertised at TESOL conventions are primarily full-time, and interviewers for the most part are only interested in filling full-time positions.

As to evaluatory practices, part-timers as a whole are generally not subjected to the same evaluation procedures as full-timers. Due to the fact that part-timers are often assigned to teach basic courses, it is felt that they need not be as qualified as full-timers (Tuckman, 1981, p. 9). However, since many ESL part-timers do hold advanced degrees, present at conferences and publish, this is obviously not necessarily true of ESL professionals who are employed part-time. For the most part, their credentials are similar to full-timers and their professional contributions as important to the field. However, the degree to which ESL part-timers are integrated into the departments they serve remains to be documented. Are ESL part-timers involved in curriculum and course development and book selection? To what extent are they involved in governance? Are they invited to attend professional development activities or departmental meetings; and if so, are these scheduled at convenient times to insure maximum part-timer attendance? Are ESL part-timers' publications and presentations listed in college publications? Do they receive support to attend and present at conferences, especially if the institution is listed as their affiliation? Does the institution provide them with substitutes to cover classes when they present at professional conferences? An even more important question is: Have ESL departments delineated clear policies as to how part-time members function within the faculty, the department, and the institution as a whole?

As to *student* views, there is very little literature available. The few studies that have been conducted generally focus on quality of instruction or instructional effectiveness and usually show no significant difference between full-timers and part-timers. McGaughey (1982) conducted a study comparing teacher effectiveness of full-timers and part-timers as measured by student evaluations at a large, urban, two-year college. Items analyzed were organization and planning, faculty/student interaction, communication, and an overall rating for quality of instruction. Findings revealed that overall there appeared to be no significant difference between teacher effectiveness of full-time and part-time faculty; however, full-time faculty were rated slightly higher in stimulating students to think for themselves.

Full-timers often view part-timers with a great ambivalence. On the one hand, they acknowledge that part-timers free them for more challenging teaching and research. They also realize that part-timers can be hired to take less desirable schedules. On the other hand, they see part-timers as altering the distribution of work. Leslie et al. (p. 5) state that "by merely teaching classes, part-timers are able to avoid the extensive student contact out of class as well as the onerous duties of running the institution by committee [and that] full-timers feel that they are shouldering an extra work burden when part-timers assume some of the teaching load." In that part-timers are less frequently on campus, full-timers feel that the bulk of student advisement falls on them. In addition, since a commonly held perception is that part-timers are less qualified and less committed to the goals of the department, full-timers will complain that students have been inadequately prepared for more advanced course work and that the burden for filling in the gaps again falls on them. Of course, it must be remembered that this is a general view and not one that is necessarily applicable to the field of ESL.

Additionally, full-timers often perceive part-timers as a threat to their job security. This fear is not groundless. Although it is difficult to assess to what degree part-time ESL instructors have displaced full-time, Tuckman (p. 8), reporting data from the National Center for Educational Statistics, claims that between the 1972-73 and the 1976-77 academic years part-time positions as a whole increased by 50% while full-time positions increased by only 9%. At the university level 5,100 part-time positions were created and a like number of full-time positions eliminated. At two-year colleges by the end of the 1976-77 academic year, part-timers outnumbered full-timers by 1.3 to 1. It was only at four-year institutions that more full-time positions were created than part-time—32,000 full-time as opposed to 26,000 part-time. Unfortunately, these statistics are rather dated, but to this writer's knowledge they reflect the most recent analysis.

Due to this concern over job security, *unions* are often faced with a dilemma. While recognizing that part-timers' and full-timers' needs are often in conflict, they see the necessity of having contracts and policies which represent all faculty. Schermerhon (1979) claims the hiring of non-union part-timers is a means by which colleges try to break unions because unions cannot serve if they represent fewer and fewer of the employees. She states that basically both groups are in the same boat vis-a-vis management and that wage gains for part-timers actually do benefit full-timers since overload salaries, i.e., salary paid to full-timers for classes they teach which are in addition to their

Continued on next page

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

PART-TIME ISSUES

Continued from page 23

regular assigned load, are usually tied directly to part-timers' salaries.

However, a large problem facing unions is how to resolve the question of "community of interest." From a union point of view it is feared that a union composed of both full-timers and a large number of part-timers might be forced in negotiations to make concessions on full-time concerns, e.g., tenure and institutional governance, in order to win a better package for part-timers, e.g., wages and benefits. Furthermore, it is feared that winning benefits for part-timers will result in a reduction of benefits for full-timers.

Additionally, it is important to realize that it is labor boards which determine the appropriate bargaining units for various classes of employees. The National Labor Relations Board (NLRB) does so for private institutions and state labor boards for public. Traditionally the state labor boards look to the NLRB to set the standards. Basically it looks to see if there is a community of interest among the differing classes of employees by examining similarity in duties, skills, and working conditions. Its findings in regard to part-time issues have been varied and unpredictable. Regarding state labor boards' decisions Head (1979, p. 38) states that "with respect to the part-time question, there has been considerable inconsistency from one jurisdiction to another. Partly this is the result of different employment conditions in different locations, and partly it can be attributed to the uncertainty with which the NLRB has dealt with the issue."

Hence, across the board, even though part-time faculty represent sizeable numbers in higher education, ambiguity and ambivalence prevail. Leslie et al. (p. 3) state it well when they claim that no general or integrated statement can be made about the interests of part-timers, perceptions held about them, or conditions under which they work.

Compensation

Compensation for part-time faculty is another controversial issue. Most authors agree that part-time faculty are not only paid less than full-time but also are not provided with equal office space, secretarial assistance, xeroxing or mailing privileges. Most are classified as temporary faculty members hired from one semester to the next with reemployment based primarily upon enrollment (Head, p. 7-8).

Part-timers feel that they should receive equal pay for equal work or, in other words, that they should receive pro-rata salaries and benefits, i.e., if a part-timer works half the number of hours of a full-timer then that person should receive half the full-timer's salary and benefits. However, officials claim that they cannot afford to do this and further argue that part-time instructors do not perform the same functions and duties as full-timers (Head, p. 23).

But what in terms of compensation really does exist? Basically rank, contract period, and institution have the most impact on salary differentials. McGaughey (1982, p. 9) summarizing Tuckman's data and findings reports that part-time faculty at universities tend to earn somewhat more than those at four-year or community colleges. However, it was noted that part-timers at community colleges tend to get automatic yearly increments. Tuckman speculates that this may be because the experience factor plays a part at community colleges and because part-time faculty are employed in such large numbers that they tend to be treated more similarly to full-timers. However, McGaughey, while not denying the above, points out that a number of community colleges are covered by collective bargaining agreements with built-in salary increments for part-time faculty.

A study entitled *Salary and Compensation Methodology* conducted in June of 1981 by the National Center for the Study of Collective Bargaining in Higher Education and the Professions (NCSCBHEP) found that out of 207 contracts, 90, approximately 44%, included part-timers in the same units as full-timers. Of these 90, 36 pro-rated part-time salaries based on full-time schedules, two used a pro-rata formula for hourly rates, 11 had a fixed rate per course/credit, 20 used an hourly rate, 14 a salary schedule, two negotiated on an individual basis, and 11 provided no provisions. (*NCSCBHEP Newsletter*, Vol. 11, No. 1). For those institutions not covered by collective bargaining agreements, no hard data is available.

Future Trends

As reported in the *NCSCBHEP Newsletter*, Vol. 12, No. 1, 1983 saw a change in focus from campus organizing to lobbying for statewide enabling legislation. Currently 31 states plus the District of Columbia have public sector collective bargaining statutes authorizing college faculty the right to bargain. Yet, it remains to be seen if state legislation will determine and/or uphold with any consistency if part-timers share a community of interest with full-timers and thus can be included in the same bargaining unit. Given the ambiguity in current legislation and labor board rulings and given the fact that part-timers often question the adequacy of the representation they receive when they are allowed to bargain in the same unit as full-timers, there appears to be a growing trend for part-timers to form their own collective bargaining units. It is significant that in 1983 the only group in higher education voting to unionize was the adjunct faculty at Chemeketa Community College in Oregon. Currently, there are 12 institutions in the U.S. where part-time faculty have organized into separate bargaining units, and the majority of these have organized since 1980.

As to future hiring trends, it appears that part-time hiring will continue to be a growing phenomenon. Many institutions are raising the ceiling on the number of part-timers that are considered acceptable. For example, in June of 1982 the State Education Department of the University of the State of New York eliminated its requirement that "there be at least 50% of full-time faculty in *every college division* of all post-secondary institutions of learning." It now only requires that "there shall be in the *institution* sufficient number of faculty members who serve full-time at the institution" (*NCSCBHEP Newsletter*, Vol. 11, No. 2—this writer's emphasis).

Nonetheless, each year there appear to be fewer publications and studies which deal with part-time issues. In *The Chronicle of Higher Education* from September 1, 1982 to August 10, 1983 only one entry pertaining to part-time issues could be found in the index. The NCSCBHEP, which annually hosts a two-day conference, has in the past included speakers who addressed part-time issues and concerns. However, at both the 1983 and the 1984 conferences, part-time issues were not specifically addressed. Indeed at the 1984 conference Dena Benson, Esq. was the only speaker to even touch briefly on part-timers. In describing at length the status of the Ohio Collective Bargaining Law, Senate Bill 133, she stated that the law clearly read that part-timers are not considered part of the faculty and cannot be included in bargaining units. She further stated that while most points were open to debate, the part-time issue was not. Following her presentation when asked why there was no push for part-time faculty's inclusion, she claimed that it "appeared no one cared enough to lobby for them or to bring their concerns to the forefront. There was no real sense that *this* was a concern."

In talking with various union representatives during that conference, this writer found the above view to be the predominant one. What this reveals is that part-timers in the U.S. will need to do their own lobbying at the legislative, union, and institutional levels. It does not appear that anyone is going to push for them, especially in light of the fact that there is so much controversy and ambivalence surrounding their existence.

About the author: Linda Tobash is director of Non-Credit Program Operations at LaGuardia Community College. She is currently local co-chair of the TESOL 1985 Convention and also a member of the Committee on Professional Standards and chairs its Subcommittee on Bargaining Organizations.

REFERENCES

Adjunct faculty bargaining units. 1983. *NCSCBHEP Newsletter*, Vol. 11, No. 2. Baruch College, City University of New York, N.Y.

Head, R. B. 1979. *Legal issues relating to part-time faculty employment*. Center for the Study of Higher Education, University of Virginia. Charlottesville, Virginia.

Leslie, D. W., S. E. Kellams, and G. M. Gunne, 1982. *Part-time faculty in American higher education*. New York, N.Y.: Praeger.

McGaughey, J. 1982. Current research on part-time faculty in higher education. Unpublished manuscript.

__________. 1982. The student instructional report as a measure of teacher effectiveness. Unpublished manuscript.

Salary and compensation methodology in academic collective bargaining. 1983. *NCSCBHEP Newsletter*, Vol. 11, No. 1. Baruch College, City University of New York, N.Y.

Tuckman, H. P. 1981. Part-time faculty: some suggestions of policy. *Change*, Vol. 13, No. 1.

Unionization among college faculty—1983. 1984, *NCSCBHEP Newsletter*, Vol. 12, No. 1. Baruch College, City University of New York, N.Y.

JOB OPENINGS

Continued from page 21

Foreign Language Testing Specialist/Statistician. The Foreign Service Institute is soliciting resumes for a foreign language testing specialist/statistician. The position is currently available with a renewable two-year appointment. Qualifications include experience in test design and in the training of personnel to administer language tests, a background in statistical analysis of test data, supervisory and/or management experience, training and experience in data base management and statistical reporting; and professional proficiency in at least one foreign language. U.S. citizenship required. Address replies to Jack Mendelsohn, Dean, School of Language Studies, FSI, 1400 Key Boulevard, Arlington, Virginia 22209. FSI is an EOE.

Southeast Asian Language Training Supervisor. The Foreign Service Institute is soliciting resumes for a Southeast Asian language training supervisor. Position is a renewable two-year appointment beginning in January 1985. Qualifications include success achievement in management of language training, preferably in cross-cultural environments; familiarity with contemporary theories of language acquisition and language behavior; professional level of competence in either Thai or Indonesian/Malay. U.S. citizenship required. Address replies to Jack Mendelsohn, Dean, School of Language Studies, FSI, 1400 Key Boulevard, Arlington, Virginia 22209. FSI is an EOE.

Ibagué, Colombia. Full-time job opening for an English teacher in Ibagué, Tolima, Colombia, at the Corporación Universitaria de Ibagué ("Coruniversitaria"), a private higher educational institution founded in 1981. Requirements: At least a B.A. in any field, but preferably in ESL, Spanish, or English; very good command of Spanish; practical and theoretical experience in foreign language teaching; native speaker of English. Salary: Approximately 45 to 50 thousand Colombian pesos per month, depending on degrees and experience. For more information, write to Instituto de Lenguas, Coruniversitaria, A.A. 487, Ibagué, Tolima, Colombia. Telephone: 31092. Application deadline is January 1, 1985.

INTERNATIONAL EXCHANGE

TWO VIEWS ON APRIL'S INTERNATIONAL EXCHANGE

TEACHER ECHOES STAND ON LINGUISTIC JINGOISM

Dear Liz:

I read your letter in the April issue of *TESOL Newsletter* with great interest. As an American who studied in Britain, I can appreciate your stand against linguistic jingoism. I became even more aware of the problem when teaching in the Bahamas and found Bahamian teachers torn between R.P. and network U.S. pronunciation—as if their own phonology just didn't go with standard syntax!

John Holm
New York City

NATIONAL INTEREST IS AN ACCEPTABLE CONCEPT

Dear Liz:

In your article, "Video: A Media for Understanding," you write that "for those of us with a sensitive ear" it's not good to read that the USIS-funded TESOL project "serves their international, educational, developmental and commercial needs. For the United States, national interests are served as well, since English language facility provides a necessary tool to understanding of our institutions and culture, our politics and policies."

I don't know the larger context, but what's there seems unobjectionable to those of us with un-hypersensitized ears. The program serves other nations, and it also serves the U.S., so the claim is that it is in the national interest of everyone involved.

Granted, from a certain perspective "national interest" may be an objectionable phrase. If people are to come together as real citizens of the planet, if emotional ties are to catch up with technological ones, then the concept of national identity will have to fade. But in the world we inhabit today, where one of the most hopeful institutions is called the United *Nations*, national interest is a very acceptable concept.

I've often thought that many of my fellow TESOLers are closet missionaries with a vaguely defined creed of Intercultural Understanding, a partially hidden agenda somewhat hidden from themselves as well. Missionary work is fine as long as it is honestly presented and clearly conceived, but the kind in question seems neither. In your article, for example, you refer to the private hopes of many English language teachers that we may be "helping people to share an understanding of each other." There is the unspoken suggestion that people who understand each other will accept and perhaps even like each other. This is a hopeful assumption, but it often seems like wishful thinking.

Continued on page 26

INTERNATIONAL EXCHANGE

Thank you for all your letters. Please keep responding to issues and raising new ones. Send your correspondence to: Liz Hamp-Lyons, University of Edinburgh, Institute for Applied Language Studies, 21 Hill [illegible]

Edited by Liz Hamp-Lyons
University of Edinburgh

This is an abbreviated version of a position paper presented by Braj Kachru at the TESOL Convention, Houston, March 7, 1984 at the Colloquium on the International Role and Concerns of TESOL. I hope readers will give thought to the issue he raises for the profession and for TESOL, and offer their responses for publication in the International Exchange. (Copies of the full version are available from the author: Braj B. Kachru, University of Illinois at Urbana-Champaign, 3070 Foreign Languages Building, 707 South Mathews Avenue, Urbana, Illinois 61801, U.S.A.). ***L.H.-L.***

WORLD ENGLISHES AND THE TEACHING OF ENGLISH TO NON-NATIVE SPEAKERS: CONTEXTS, ATTITUDES, AND CONCERNS

by Braj B. Kachru
University of Illinois at Urbana-Champaign

The Global Profile of English: Three Concentric Circles

The international diffusion of English, or its universalization, may be viewed in terms of three concentric circles: these circles represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts. I shall label these the *inner* circle, the *outer* or *extended* circle, and the *expanding* circle.

The inner circle refers to the traditional cultural and linguistic bases of English: those regions where English is used as the primary language, i.e., the United States, Canada, Great Britain, Australia, and New Zealand.

Table I[1]
The Inner Circle
(in millions)

1. U.S.A.	226.5
2. U.K.	55.93
3. Canada	24.6
4. Australia	14.92
5. New Zealand	3.2

Source: *The Statesman's Year-book 1983-84*, John Paxton, ed. (London: Macmillan, 1983).

The outer or extended circle involves the earlier phases of the spread of English. This circle represents the institutionalized non-native varieties of English and can be defined in linguistic, political, and sociocultural terms (Kachru 1984). The political histories of the regions where such varieties are used have several shared characteristics. These regions have gone through extended periods of colonization, essentially by the users of the inner circle varieties. This colonization has left a linguistic legacy which cannot be wished away. In a very interesting way, the outer circle forms an extended speech community of enormous size and diversity. The distinguishing characteristics of this speech community are that (a) English is one of two or more linguistic codes in the verbal repertoire of speakers who are primarily bilingual or multilingual using English in traditional multilingual societies; (b) English functions in "unEnglish" cultural contexts; (c) English has already acquired an important status in the language policies of many such multilingual nations: For example, in Nigeria, it is an official language; in Singapore it is a major language of government and education; and in India the Constitution recognizes English as an "associate" official language; (d) English has a wide spectrum of domains in which it is used with varying degrees of competence by various members of society; and (e) English has developed a local literary tradition in different genres.

Table II
The Outer (or Extended) Circle:
(A partial list of institutionalized L2 varieties)

Country	Population* (in millions)	4% of total population in millions (estimated)
Bangladesh	89.00	3.56
Ghana	11.31	0.45
India	684.00	27.36
Kenya	15.80	0.63
Malaysia	14.42	0.57
Nigeria	90.00	3.60
Pakistan	85.6	3.02
Philippines	50.74	2.02
Singapore	2.47	0.09
Sri Lanka	14.90	0.59
Tanzania	18.50	0.74
Zambia	5.70	0.22

**The Statesman's Year-book 1983-84*

The third circle, which I have called the *expanding* circle, brings to English an entirely different dimension. It includes the "performance varieties" of English (Kachru 1982:38) used in those regions which have not been under the colonial domination of the English-speaking nations. This circle is enlarging rapidly; since the post-1940s, it is through the uses of English in this circle (however restricted the functional allocation of such uses may be in each region) that the claims of the *internationalization* and *universalization* of English have been strengthened and functionally justified. This circle includes, for example, China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia, Taiwan, U.S.S.R., and Zimbabwe.

Table III
Ten Major English-using Nations*
(in millions)

U.S.A.	226.50
U.K.	55.93
India	27.36
Canada	24.60
Australia	14.92
Bangladesh	3.56
Nigeria	3.60
Pakistan	3.02
Tanzania	0.74
Kenya	0.63

* Note that the above table shows an estimated four percent of English-using population out of the total populations of India, Bangladesh, Nigeria, Pakistan, Tanzania and Kenya. Countries such as South Africa, Singapore, and Jamaica provide special cases not discussed here.

Continued on next page

---

[1] *Note*: The tables need several explanations: 1) Tables I and II do not include, for example, South Africa and the English-speaking islands of the Caribbean. In terms of the users of English, their sociolinguistic profiles are very complex. I have, therefore, excluded these from the present discussion. However, these regions are vital for understanding the spread and uses of English. 2) These tables are mainly illustrative and are not complete. 3) Table II includes estimated figures. In the case of some countries these are significantly higher, for example, in the case of Singapore.

TWO VIEWS

Continued from page 25

Maybe TESOL-missionaries *are* in a moral vanguard, people who can be spiritually sustained on an abstract creed of Tolerance, Pacifism, Relativism, and World Citizenry—possibly the survival-religion of the future. But they need to be more sensitive. Sensitive to the fact that many others don't find that these values offer enough emotional sustenance. Sensitive to the fact that sometimes well-meaning attempts to bring people together can be ultimately divisive. And most of all, sensitive to the humbling possibility that the most divisive issues in the world are not due to any lack of Intercultural Understanding, but rather to profoundly different religious/philosophical convictions in spite of mutual understanding.

G. Smith
Nagano, Japan

WORLD ENGLISHES

Continued from page 25

If we interpret these circles in terms of TESOL terminology, the inner, extended, and expanding circles provide the so-called native-speaker, ESL and EFL contexts around the world, although these distinctions are too simplistic.

My use of "Englishes" in the title, then, introduces a vital concept of pluralism, of linguistic heterogeneity, of cultural diversity, and of dramatically different theoretical and methodological foundations for teaching and research in English. I presuppose a different understanding of the concepts "ideal speaker-listener" of English and "speech community" (Chomsky 1965:3) than are generally shared in the profession.

I suggest that following Firth (1959:208), we make a distinction between a *speech community* and a *speech fellowship*. This distinction identifies "a close *speech fellowship* and a wider *speech community* in what may be called a language community comprising both written and spoken forms of the general language." A speech community is generally seen as an abstract entity made up of "ideal speaker-listeners," the focus being on *la langue*. On the other hand, now, in teaching English to non-native speakers, the focus is also on *la parole* and language *use*. The implications of this shift, and their applications to the study of world Englishes, have yet to be worked out. I believe that the concept *speech fellowship* is vital for TESOL, for it brings us closer to the real world of the English users. The users of institutionalized varieties form speech fellowships, as do the Australians, Canadians, Americans, and other users of inner circle varieties.

TESOL and World Englishes: Crucial Issues

Two crucial questions can be posed concerning the response of TESOL as an organization to these characteristics of English around the world. Does international TESOL recognize the sociolinguistic realities concerning the international roles of English just discussed? And, in a serious sense, has TESOL shown an awareness of and concern for the speech fellowships which use the diverse Englishes of the world in their divergent *situations* and *contexts* and with various linguistic and ethnic *attitudes*?

One must also ask: Has TESOL as a profession made any serious efforts to address questions which have significance for understanding the global uses of English? I am thinking of such questions as the following: (1) What are the underlying dynamic forces which characterize the spread of English? (2) What are the functional roles assigned to the English language in various multilingual and multicultural societies? (3) What are the contexts in which English is taught? (4) What types of personnel are staffing the English teaching institutions at various levels of education around the globe? (5) What are the attitudes of learners, teachers, and users of English toward their own and other varieties and subvarieties of English? and (6) What role do the users of the inner circle of English perform in the present phenomenal spread of English, and in its international codification?

I believe that the salient points which will emerge from the discussion of the above questions are that the present spread and uses of English have certain characteristics which cannot be overlooked. One notices, for example, that (a) the spread is essentially in non-Western countries; (b) the bilingual and/or multilingual countries are increasingly using English as an additional code of communication; (c) a large number of nations using English as L2 are classified as "developing"; (d) a number of such nations are geographically distant from English L1 populations; and (e) a significant number of such nations are very different in their religions, cultures, and political systems from the countries where English is the primary language; and a large number of nations belonging to the outer circle use English for *intra*national functions than for *inter*national functions.

The vital questions are: Has the profession of TESOL yet realized its new responsibilities within this new world context of English? Has it understood the pragmatics of the global demand for English and introduced flexibility in its attitudes, methodology, and approaches? And, does the internal structure of TESOL, the organization, adequately represent these international complexities and demands of the English language?

REFERENCES

Chomsky, N. 1965. *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.

Firth, John R. 1959. The treatment of language in general linguistics. In F. R. Palmer (ed.), 1968. *Selected papers of J. R. Firth*. Bloomington, IN: Indiana University Press. pp. 206-209.

Kachru, Braj B. 1982. Models for non-native Englishes. In Braj B. Kachru (ed.), 1982. pp. 31-57.

__________ (ed.), 1982. *The other tongue: English across cultures*. Urbana: University of Illinois Press. [Reprinted, 1983. Oxford: Pergamon.]

__________ 1984. Institutionalized second language varieties. In Sidney Greenbaum (ed.), *The English language today*. London: Pergamon Press.

Practice Makes Perfect

Structure Practice in Context

– the perfect complement for your syllabus

Longman

Longman's *Structure Practice in Context* helps your students learn grammar by presenting structures in naturally occurring contexts. This outstanding four-workbook series covers beginning through high intermediate levels and uses dialogs, games, advertisements and other vehicles to make structure practice interesting and relevant. Other features include:

- Numerous activities designed to improve grammatical accuracy and communicative competence
- Practice work that draws on American humor, history, geography, etc. to provide language contexts
- Illustrations that support the introduction and practice of language points

For more information, or to get a sample copy of *Structure Practice in Context*, write Longman or call (212) 819-5300.

Book 1 582 798582 (beginning) $4.65
Book 2 582 798590 (beg.-inter.) $4.65
Book 3 due late '84 582 798604 (intermediate) $4.65
Book 4 due early '85 582 798612 (inter.-adv.) $4.65

Longman Inc., 1560 Broadway
New York, NY 10036

ON LINE

edited by **Richard Schreck**
Heidelberg College

There is considerable interest in computer applications, including CALL, in a number of developing countries. This article, written by an Indonesian computer scientist, deals with the use of computers in such settings, and provides a useful perspective on the transferability of computer resources developed in the United States and elsewhere. The distinction between technology transfer and technology importation may be of particular concern to CALL software developers who see a world-wide market for their courses. *R.S.*

COMPUTER TECHNOLOGY AND NATIONAL DEVELOPMENT

by **Joseph R.P. Luhukay**
University of Indonesia

Developing countries such as Indonesia find it necessary to plan carefully in order to take advantage of advancements in computer technology. In a sense, such countries might regard their position as a disguised blessing. In the first place, we are presented with ample choices as far as development directions are concerned. Learning from other countries' mistakes will save us resources and time because it will enable us to avoid similar problems. Also, we can benefit from the fact that we do not have to strictly follow the sequence of advancement that other countries have passed through. These two facts can enable us to leapfrog.

In countries such as ours, the government needs to support and encourage the employment of computer technology in three main sectors: education, commerce and services, and industrial. All three are mutually supporting and the utilization of computer technology in these sectors needs to be simultaneously improved. Moreover, the development strategy should be directed towards quality domestic production with quantities sufficient for local consumption and, if possible, for exportation to other countries.

In essence, the development of technology will falter unless it can garner the support of an overall strategy in education and industry. This strategy must address two main aspects. The first is the provision of a mechanism that will enable local industries to innovate and in so doing reduce the dependency upon imported technology. The second is a recognition and implementation of the fact that every step forward and each progress evaluation during the implementation of this strategy must be sensitive to all their sociocultural impacts. The ability to use modern technology without the development of the required infrastructure does not automatically mean a successful transfer of technology. In this form, it is more proper to call it import of technology rather than transfer of technology.

On Line presents articles by language teachers and linguists working with computers and attempts to focus on issues raised by its readers. Column articles, responses to articles, and requests for articles on specific topics are welcomed and should be sent to: Richard Schreck, Heidelberg English Language Institute, Heidelberg College, Tiffin, Ohio 44883.

In computer and information technology, a non-linear trend of development is observed coupled with the fast changes in techniques. Current hardware and software technologies are both in their fourth generation. Hardware technologies have come and gone so fast it is generally hard to teach a course that is sufficiently up-to-date in this field. Long gone are the times of the relay logic and the vacuum tubes, the era of magnetic core memories, and so on, the excitement of the Josephson junction. Software technology is relatively slow in its change. Even though wire programming is now definitely extinct, assembly programming is still very much around (although now usually left to the real hard-cores). But database techniques, the mark of the third software generation, is often still alien and untouched at various computer installations. In general, perhaps no other technology has ever seen a rate of change as fast as that of computer technology. The acceleration is even faster now that microelectronics has matured and the border between hardware and software has become increasingly fuzzy.

The direct result of all this is that in computer technology one has to have the ability to make good predictions, both medium-term and long-term, as to which forms of technology will be in popular use. This prediction is all the more important when linked to an intent of applying the "leapfrog" strategy discussed above. It will enable a society to jump ahead without having to go through the traditional sequence of steps that developed countries have passed. Although one tends to state that it is easier to predict about software than hardware because the latter always changes faster, it is always wise to think of both as non-separate entities. A strategy that balances both is not only important, it is a prerequisite to a successful advancement of computer technology in support of national development efforts.

The proliferation of microcomputers presents an alternative to the computer educator in deciding upon the type of system to be used in a course. Many of the fundamental concepts of computers can be better taught in a hands-on, dedicated computing environment, as opposed to a large multiuser system in which the student is more or less insulated from the machine by a number of layers of systems software (Weaver 1981). Today's microcomputers possess most of the features considered necessary and/or desirable to serve this purpose. They are relatively simple in structure, have relatively simple instruction sets, and are now equipped to handle a variety of software tasks, ranging from simple assembly level programming to data-base management systems. They have today become a tool common enough that educational institutions in the ASEAN region increasingly feel a need to acknowledge it, and perhaps even to study its design and architecture. In the more developed countries a number of universities have even gone so far as to require their freshmen to acquire microcomputers.

The role of microcomputers in computer education mainly falls into two categories: a tool to teach the more general concepts of computer fundamentals, and a product the student wishes to know more about. In the first category the microcomputer merely serves as a tool in understanding computer concepts because of its capabilities, low cost, and standalone feature. The last is desirable for purposes of systems software design such as operating systems. In the second category the study focuses on the microcomputer itself in the context of being utilized for other requirements. For this purpose, one does not always have to have the microcomputer available. If necessary one can use other computers to develop the desired software for the target microcomputer.

REFERENCES

A.C. Weaver, "Design of a Microcomputer Laboratory for Teaching Computer Science," Proceedings of the 12th Symposium on Computer Science Education, ACM SIGCSE, February 1981.

About the author: Joseph F.P. Luhukay is a lecturer in electrical engineering at the University of Indonesia and holds a Ph.D. in computer science from the University of Illinois at Urbana-Champaign.

VELT PROJECT TO PREPARE TRAINING RESOURCE PACKAGE

The Office of Refugee Resettlement has recently contracted with Research Management Corporation, Falls Church, Virginia to prepare a resource package for refugee English language training and employment service providers, state refugee coordinators, and other interested persons to enhance their efforts to provide programs which prepare refugees to gain and retain employment. The package will contain information on how to develop and implement successful vocational English language training (VELT) programs and services, as well as criteria for evaluating them. It will also contain a glossary and definition of terms relating to Vocational English Language Training and a bibliography of effective VELT materials.

Northwest Educational Cooperative in Arlington Heights, Illinois is providing the services of Linda Mrowicki as technical content advisor to the project. She will work with a panel of experts in the field to identify, review and propose refinement for available materials and to develop the resource package. The panel of experts includes: K. Lynn Savage, San Francisco Community College District; Autumn Keltner, San Diego Community College District; Nick Kremer, California Adult Student Assessment System; David Hemphill, Chinatown Resources Development Center, San Francisco; Jenise Rowekamp, Minnesota Department of Education; Nancy Siefer, Mesa Community College, Arizona; Carol Van Duzer, Refugee Employment and Education Program, Arlington, Virginia; Ann Lomperis Moore, Consultant, Miami, Florida.

The project director, Jane Grover, of Research Management Corporation and the experts previously mentioned are interested in hearing from individuals or programs in the VELT or employment fields around the country, as well as those in the field of bilingual or LEP vocational education. Good quality VELT materials are being developed on the local level. This project seeks to identify and review such materials for possible inclusion in the VELT Resource Package bibliography. There are many talented and skilled individuals working in the VELT field who would make excellent resource people and who should be listed in the Package. Please feel free to call the Project at (603) 926-4869 or to contact any of the above mentioned people if you have VELT materials or resources for consideration. Mailing address: Ms. Jane Grover, VELT Project Director, P.O. Box 4746, Hampton, New Hampshire 03842.

TEACHERS FROM TWENTY-FIVE NATIONS GATHER AT TESOL'S OREGON SUMMER

by **Karl Drobnic**
Oregon State University

English teachers from twenty-five nations gathered at Oregon State University this past June to August for the sixth annual TESOL Summer Institute and Summer Meeting. The two-day summer meeting, held at the midpoint of the institute, offered some eighty workshops, papers and presentations. A publisher-sponsored reception at the Corvallis Arts Center featuring chocolate truffles, chamber music, and Oregon wines and cheeses capped the first day's events. An open air salmon bake in the Native American Indian style concluded the summer meeting where Summer Meeting Director Marianne McDougal was crowned Ms. 1984 TSM.

Courses and workshops from one to four weeks in length filled the mornings for Summer Institute participants. Afternoons and evenings offered forum debates, an international film festival, a videotape teacher training resource collection, individual sessions with consultants-in-residence **Wilga Rivers** and **Henry Widdowson** and poster sessions. Weekend activities included mountain camping trips with **Wilga Rivers, Russ Campbell, Jean Bodman, Ann Johns** and **Jan Uljin. Doug Brown** and **Jodi Crandall** led a group to the Oregon coast for a weekend seminar at Heceta Head Lighthouse. **John Fanselow** and **Debby Marino** served as seminar leaders for an Ashland Shakespeare Festival weekend. The weekend seminar series concluded with a deep-sea fishing expedition led by **Henry Widdowson** and **Karl Drobnic.**

Two Scholarly Issues

Two issues stood out as areas of immediate concern for TESOL scholars. The first is the extent to which TESOL classroom teachers have embraced the second language acquisition theories of Krashen before the proof is in. The second area is a greater than ever concern for a better flow of information between classroom teachers and applied linguistics researchers.

The plight of the classroom teacher was eloquently rendered by **Judy Winn-Bell Olsen** in a Forum debate with **Larry Selinker** and **Russ Tomlin.** Flashing an overhead projection of Michelangelo's Sistine Chapel painting of God reaching out to Adam, Judy asked, "Who is God and who is Adam in our situation—the classroom teacher or the applied linguist?" Then flashing a closeup of the outstretched hands of God and Adam, she noted, "The fingers are not quite touching."

At a forum debate led by **Jan Uljin** of The Netherlands, Jan expressed his opinion that it was both possible and feasible for classroom teachers to conduct small-scale research projects in their classrooms. **Russ Tomlin** provided an example of immediately relevant research for teachers, citing a situation in which an intensive English program introduces a TOEFL preparation course. As a result, students attain scores high enough to gain university admission a term or two earlier than without the special course, and they stop their formal study of English. Is this good or bad for the student? With the increasing proliferation of TOEFL preparation courses, the answer takes on pressing importance.

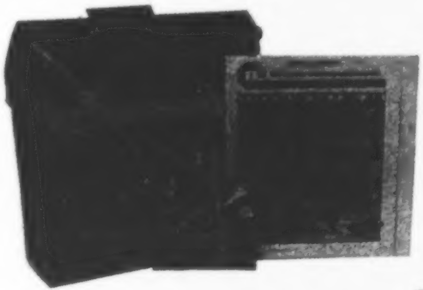
Time to Question and Reflect

The opportunity to develop and expand such themes in the company of colleagues from diverse teaching situations is one of the unique benefits of attending a TESOL summer institute. In contrast to the hurried pace of conferences, summer institutes provide participants with time to question and reflect. Socially, new networks of friends and acquaintances form, preserving the experience long past the short weeks of summer. TESOL has grown dramatically since its inception in the late 1960s. The summer institutes and meetings are an increasingly important part of that growth, a measure of our increased sophistication as teachers and researchers, our growing pride in our craft, and our ability to provide our members with opportunities for professional growth in an atmosphere of collegiality. The first six summer programs are history; the next is already on the horizon. We hope you'll plan to attend.

The Rainbow Collection

A Natural Approach to English as a Second Language

By: Martha Alvarez-Martini M.S.
Evelyn Marino M.S.
Consuelo Valencia Raley B.A.
Tracy David Terrell Ph.D.
Stephen Krashen Ph.D. Consulting Ed.
Richard Piper Ph.D. Editor



The Rainbow Collection is a communicative-based program of English as a second language for students who are limited in the English language. Using the Natural Approach system, The Rainbow Collection lessons:

- Focus on language acquisition.
- Provide large quantities of comprehensible input.
- Are designed to keep students' anxiety at a low level.
- Emphasize communication.

Components

- A **Teacher's Guide,** including a Class Record Form
- **228 Lesson Cards,** color-coded to each of the four stages of the language acquisition
- 4 four-color **Assessment Test** cards for simple and fast assessment
- 20 Student Assessment sheets
- 20 Student Progress Record cards

Rainbow Collection Kit $95.00
ISBN # 0-88272-202-6

- **152 Picture Cards** Created By Dr. Eleanor Thonis

new

Picture Collection $85.00
ISBN # 0-88272-216-6

santillana PUBLISHING COMPANY INC.
12111 Front Street Norwalk CA 90650 (213)868-7793
257 Union Street Northvale NJ 07647 (201)767-6961

1984 TESOL SUMMER MEETING AT CORVALLIS OREGON

Oregon State University

REFLECTIONS

Continued from page 9

the downtown shopping area is so Mexican that it could have been transplanted from Mexico. The use of Spanish by the media has increased significantly. Satellites make possible direct television broadcasts from Mexico. In most California urban schools, Mexican-Americans are in the majority. All this means that there is much less pressure to assimilate today. In addition, our society retains the counterculture belief that "ethnic is good." Today, a Mexican-American child in California has many options on the scale from complete assimilation to strong pride in Mexican-American culture. Many are taking part in the current strong flowering of Chicano arts. However, an unfortunate consequence of this increased influence of Spanish on the dominant culture is that some of today's Chicano students never master English completely. They speak an interlanguage between English and Spanish, code-switching frequently and not achieving full mastery of either language. I believe that this is especially true of two groups of students, those who enter an English-speaking school at later than the normal age and those who have adjustment problems.

It is hard to imagine Richard Rodriguez in a bilingual or ESL class. One senses that a BE class would have given rise to strong conflicts and serious neuroses in him. His obvious desire to be a member of anglo society would have been at odds with the Mexican culture and the Spanish language that he would have been faced with. An ESL class would probably have bored him. Students with high language learning aptitude and bright students in general are handicapped in the average ESL class, which must necessarily concentrate on the student who is average in ability or who has problems with learning English. Perhaps for those with integrative motivation, the best thing we can do is keep out of the way. For those in our profession, it is humbling to realize that many students learn a language in spite of what goes on in the classroom, rather than because of it.

In *Hunger of Memory*, people are always telling Richards Rodriguez what he should do. His parents want him to have a stable profession. (How ironic that the best-educated person in his family should depend on the precarious position of free-lance writer.) His editor wants him to forget political issues and write fiction about his colorful family. His peers want him to take a university position and serve as an "inspiration" to minority students. All of them are wrong, and Rodriguez is right to resist them. He has set himself a higher goal, to excel not among Mexican-Americans, academics, or writers, but in some larger arena that we can only speculate about. Or perhaps he is only following Polonius's advice, "This above all: to thine own self be true/And it must follow as the night the day/Thou canst not then be false to any man."

About the author: Louis Carrillo is an ESL editor at the Regents Publishing Company. In addition to teaching ESL in the United States, he has done teacher training in the Caribbean and the South Pacific.

ST. MICHAEL'S COLLEGE
Winooski, Vt. 05404

- MASTER'S in TESL - 36 credits
- ADVANCED TESL Certificate Program - 18 credits
- INSTITUTE in TESL - summers only - 9 graduate credits
- THE INTENSIVE ENGLISH TRAINING PROGRAM - Intensive English courses for foreign students conducted on a year-round basis
- St. Michael's also offers Master's degrees in Counseling, Education, Theology, Administration and Special Education

write: The Director
International Student Program
ST. MICHAEL'S COLLEGE
Winooski, Vermont 05404

Susan, daughter of powerful businessman Preston Wade, is caught in the struggle between her father and the tenants of Tudor Village. Does she help him or her boyfriend Jeff Ryan in the fight?

FIND OUT IN . . .

Jeff, son of Mary Ryan, thinks Preston Wade is responsible for his mother's dangerous accident in the basement of Tudor Village. Can he win back Susan's love and save his home and family from destruction?

FIND OUT IN . . .

Express English: Transitions

The intermediate course of a bold, new communicative series

Linda A. Ferreira

TRANSITIONS meets the diverse language needs of adult ESL/EFL students at the intermediate level. This comprehensive program—composed of a student book, workbook, teacher's edition, and cassette—employs a communicative approach to language teaching that is anchored solidly in grammar practice. Within the framework of a soap-opera-style storyline, the series presents authentic materials generic to the day-to-day tasks, social roles, and life experiences of the learners. For intermediate-level students and "false beginners," TRANSITIONS provides an engaging educational experience.

To request an examination copy, please write Dept. 40201S

NEWBURY HOUSE
PUBLISHERS, INC.
54 Warehouse Lane
Rowley, Massachusetts 01969

Order Department: 1-800-343-1240
In Massachusetts, call: (617) 948-2840
Main Office: (617) 948-2704

Three Publications from IIE

Foreign nationals interested in studying in the United States for a short period of time—whether it be English or computer language skills, water resource management, or international business practices—will find the Institute of International Education's new, specialized directories indispensable for preliminary planning.

Specialized Study Options U.S.A.: A guide to short-term programs for foreign nationals describes 875 academic, technical, and professional short-term programs ranging from two weeks to one year, in 17 major and 46 minor fields of study. This new directory is a companion volume to *Summer Learning Options U.S.A.*, the 1983 directory listing over 300 special summer workshops, seminars, courses, and institutes.

For those specifically interested in English language training or orientation to U.S. life and study, IIE's biennial publication *English Language and Orientation Programs in the United States* lists over 300 intensive and nonintensive programs offered by U.S. institutions and organizations. To order *Specialized Study Options U.S.A.* ($11.95), *Summer Learning Options U.S.A.* ($8.95), and/or *English Language and Orientation programs in the United States* ($8.95), send a check (prices include first-class postage and handling) to: Communications Division, Box STA, Institute of International Education, 809 United Nations Plaza, New York, New York 10017.

TESOL '85 New York

Teachers of English to Speakers of Other Languages,

an international professional organization for those
concerned with the teaching of English as a second or
foreign language, of standard English as a second dialect
and bilingual education, and with research into language acquisition,
language theory, and language teaching pedagogy,

invites you to participate in its

nineteenth annual convention

to take place at the New York Hilton,
New York City, 9-14 April 1985

The convention program will include plenary sessions by internationally-known speakers, papers, workshops, and colloquia by TESOL teachers and their colleagues in related disciplines, educational visits, exhibits and social events.

Jean McConochie
Pace University
New York, New York
Program Chair

Cathy Day
Eastern Michigan University
Ypsilanti, Michigan
Associate Chair

Non-TESOL members may obtain detailed information by writing to:

TESOL • 201 D.C. Transit Building
Georgetown University
Washington, D.C. 20057 USA
Telephone 202-625-4569

TESOL

New TESOL Publication:

ESOL Programs Outside the U.S.

by **Shirley Wright**
George Washington University

ESOL Programs Outside the U.S. is the second volume of a projected four-volume series, *Profiles of Selected ESOL Programs and Their Staff Employment Conditions*. The profiles provide descriptive data collected from fifteen ESOL programs in each of four categories: 1) ESOL programs in higher education in the U.S. (volume one); 2) ESOL programs in adult education and proprietary institutions; 3) ESOL programs in elementary and secondary education; and 4) ESOL programs outside of the U.S. (volume two).

Compiled by Clare Iacobelli and Patrice Connerton, volume two of the series reports on data collected over a seven-year period (1977-1983) from 14 respondents (universities, binational centers, and commercial programs) representing 12 different countries. Both volumes one and two may be ordered from the TESOL Central Office (201 D.C. Transit Building, Georgetown University, Washington, DC 20057) for $2.00 each.

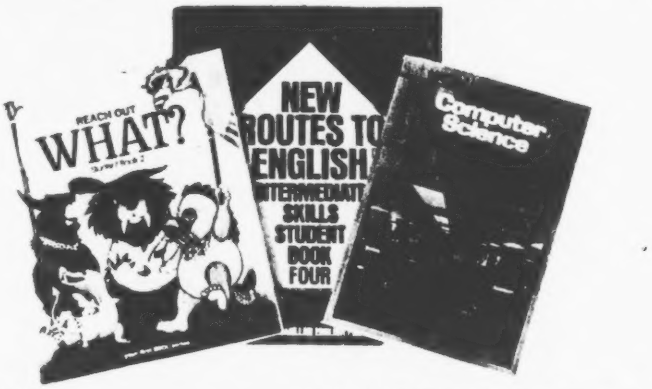
The "ESOL program profiles" project grew out of a recommendation contained in the *TESOL Report of the Ad Hoc Committee on Employment Issues* (1981). The recommendation, made by the Program Approval Subcommittee (of TESOL's Standing Committee on Professional Concerns), sought to address difficulties the subcommittee encountered as it attempted to develop a mechanism for program evaluation without a source of information on current ESOL programs and their employment practices. The subcommittee called on TESOL "1) to conduct a systematic survey of information regarding current ESOL program descriptions and employment practices; and 2) to publish the data. . . ."

The instrument for this survey was the "Core Questionnaire," a form developed by the Program Approval Subcommittee in anticipation of such a project. As the name suggests, the Core Questionnaire solicits information regarding the common, shared features of ESOL programs, such as general program information and employment practices. The goal in designing the questionnaire was to make it comprehensive and to solicit information without assuming a prescriptive tone.

It is hoped that this modest beginning will demonstrate TESOL's need to maintain data on ESOL programs and their employment practices. The benefits of such a repository of information would be many:

1. It could provide a source from which to develop TESOL program guidelines.
2. It could serve as the basis for a comparison between information on ESOL program and employment practices obtained from the Core Questionnaire and information on ESOL employment conditions obtained from the Kreidler-Edmondson Survey (1979, 1981).
3. It could provide a source of information, or checklist, for new ESOL programs.
4. It could facilitate the comparison of ESOL programs to determine how program and employment practices vary from program to program.
5. It could be used in conjunction with a program-specific questionnaire to obtain a complete picture of a particular ESOL program category.

Macmillan ESL
A program for every level



PLUS:

- Graded Readers
- Writing and Grammar
- Speaking and Listening
- Survival Skills
- Adult Basal Programs
- Teacher Resources
- Supplementary and Audio-visual Materials

Write for our catalog:
MACMILLAN PUBLISHING COMPANY • SCHOOL MARKETING • 866 THIRD AVENUE, NEW YORK, NY 10022

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

Officers 1984-85

President
Charles H. Blatchford
3901 Bannister Road
Fair Oaks, California 95628

First Vice President
Jean Handscombe
North York Board of Education
Toronto, Ontario M2N 5N8

Second Vice President
Jean McConochie
Pace University
New York, New York 10038

Executive Board: **Penelope M. Alatis,** Francis C. Hammond Jr. High School, Alexandria, Virginia; **Jeffrey P. Bright,** City College of Chicago, Chicago, Illinois; **Marianne Celce-Murcia,** University of California, Los Angeles, California; **JoAnn Crandall,** Center for Applied Linguistics, Washington, D.C.; **John Haskell,** Northeastern Illinois University, Chicago, Illinois; **Holly L. Jacobs,** Marietta, Georgia; **Elliot L. Judd,** University of Illinois at Chicago, Chicago, Illinois; **Darlene Larson,** New York University, New York, New York; **Penny Larson,** San Francisco Community College Centers, San Francisco, California; **Lin L. Lougheed,** Instructional Design International, Inc., Washington, D.C.

Executive Director: James E. Alatis, Georgetown University, Washington, D.C.

Executive Assistant: Carol LeClair, Washington, D.C.

Convention Coordinator: Rosemarie Lytton, Washington, D.C.

Development and Promotions: Aaron Berman, San Francisco, California

Field Services Coordinator: Susan Bayley, Washington, D.C.

Acting Editor, TESOL Quarterly
Stephen J. Gaies
University of Northern Iowa
Cedar Falls, Iowa 50614

Editor, TESOL Newsletter
Alice H. Osman
F. H. LaGuardia Community College, CUNY
Long Island City, New York 11101

Editor, Convention Daily
Jerry Messec
Florida State University
Tallahassee, Florida 32306

TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*, **Annual membership rates:** Regular membership, $33; Student membership (for those engaged in at least half-time study), $16.50; Joint membership (two-member household), $49.50; Institutional membership, $49.50; Commercial membership, $165; Paraprofessional, Retired, Unemployed or Volunteer membership, $16.50. **Additional mailing fee:** Foreign surface mail add $5 or foreign air mail add $15. Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL Central Office, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Telephone: (202) 625-4569. **For change of address** or other information, write to TESOL at the preceding address.

TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 U.S.A.
TESOL NEWSLETTER • VOL. XVIII, NO. 5, OCTOBER 1984

NON PROFIT ORG.
U.S. POSTAGE
PAID
Bloomington, Ill.
Permit No. 16

TESOL '85

19th ANNUAL CONVENTION
APRIL 9-14
NEW YORK HILTON

Program Chair: Jean McConochie
Pace University—TESOL '85
New York, New York 10038, U.S.A.

Associate Chair: Cathy Day
Eastern Michigan University—TESOL '85
Ypsilanti, Michigan 48197, U.S.A.

ISSN 0496-9987

TESOL NEWSLETTER

Vol. XVIII No. 6 Teachers of English to Speakers of Other Languages December 1984

Take a Bite Out of the Big Apple!

by **Carolyn Sterling**, *LaGuardia Community College, CUNY*

"In the year 1664 the port of New York served as the gateway to the New World for infinite varieties of people. In the late seventeenth century, above the clatter of city streets, one might have heard polite conversation in an easy medley of French, Dutch and English at the local clubs. On the streets and in the taverns, the talk might have been in still different languages . . . ." (From *Life in America*, Vol. 2, by M. B. Davidson.) This April, 1985 there will be yet another language spoken here in New York City—the international language of TESOL!

Experience the sights, sounds and "electric" quality of the Big Apple. See the many faces of the most exciting city in the world on your own, in small groups or with a special friend. Go expensively or cheaply. Enjoy the flavor of cities within a city—take a leisurely stroll through Little Italy, Chinatown and Greenwich Village. Take a ride down to the World Trade Center and Wall Street. Tour the United Nations and the Cloisters. See the South Street Seaport and Lady Liberty herself. Of course, you may include an evening at the Met, live theater on Broadway, or a Carnegie Hall concert.

TESOL '85 CONVENTION NEWS ON PAGES 21-24

For your listening and viewing pleasure, the Museum of Holography in downtown Manhattan, the Museum of Broadcasting in Rockefeller Center or the Intrepid Sea-Air-Space Museum at Pier 86 promise to awaken the sleepy-eyed. Nature lovers may take in an afternoon of relaxation in one of the many atriums in places such as Parker Meridien, Trump Tower or Park Avenue Plaza. For sports enthusiasts, Madison Square Garden and Shea Stadium feature live sporting events. If you're interested in the quieter side of New York, spend some time at St. Patrick's Cathedral, the Cathedral of St. John the Divine or Temple Emanu-El.

The Big Apple offers an array of different kinds of entertainment. After a day of workshops, papers, demonstrations, colloquia and the like, you will find the saying "New York never sleeps" true to form. If you thrive on the action-packed excitement of the disco scene, late-night jaunts to a variety of clubs await the night-owls among you. If nightclubbing suits your fancy, New York City is replete with everything from jazz to disco. The list is endless. If you would like to see New York through the eyes of a native, join one of the many escorted events planned—subway safaris to Greenwich Village, Soho, Little Italy and the U. N. as well as ethnic dinners. Be sure to check your registration packet for a description of all these events and sign-up information. Also be sure to read "Attending TESOL '85: A Way and Ways" in this issue of the *TN*.

Dining in New York City ranges from inexpensive fast-food to expensive repasts at renowned restaurants like Lutèce, La Côte Basque and the Quilted Giraffe. Indulge your palate with delectable morsels of sushi, lobster Cantonese, shish-kebab or baklava. Delight in the delicate savor of saumon en croûte, duck à l'orange or frogs legs provençale. Sip esprêsso or capuccino after dinner at one of the many cafes throughout the city. Within five minutes' walking distance of the Hilton, there are various walk-in delis as well as exclusive

Photo: N.Y. Convention & Visitors Bureau

Continued on page 21

TESOL NEWSLETTER
Alice H. Osman, Editor
F. H. LaGuardia Community College, CUNY
31-10 Thomson Avenue
Long Island City, New York 11101
Telephone: (718) 626-8546 or
(212) 663-5819

Editorial Staff and Advisory Board

Richard Allwright, *University of Lancaster*, Lancaster, England; **John Boyd,** *Illinois State University*, Normal, Illinois; **Mary Ann Boyd,** *Illinois State University*, Normal, Illinois; **Mary Ann Christison,** *Snow College*, Ephraim, Utah; **Andrew Cohen,** *Hebrew University*, Jerusalem, Israel; **Cathy Day,** *Eastern Michigan University*, Ypsilanti, Michigan; **Irene Dutra,** *Bronx Community College, CUNY*, Bronx, New York; **Ronald Eckard,** *Western Kentucky University*, Bowling Green, Kentucky; **Winifred Falcon,** *American Language Program, Columbia University*, New York, New York; **Douglas Flahive,** *Colorado State University*, Ft. Collins, Colorado; **Sergio Gaitán,** *Instituto Mexicano-Norteamericano de Relaciones Culturales, A.C.*, Mexico City, Mexico; **Liz Hamp-Lyons,** *University of Edinburgh*, Glasgow, Scotland; **John Haskell,** *Temple University*, Tokyo, Japan; **Mary Hines,** New York, New York; **Carol J. Kreidler,** *Georgetown University*, Washington, D.C.; **Linda Kunz,** *LaGuardia Community College, CUNY*; **Darlene Larson,** *American Language Institute, New York University*, New York, New York; **Jean McConochie,** *Pace University*, New York, New York; **Carmen Judith Nine-Curt,** *Universidad de Puerto Rico*, Rio Piedras, Puerto Rico; **Robert Oprandy,** *Teachers College, Columbia University*, New York, New York; **Howard Sage,** *American Language Institute, New York University*, New York, New York; **Richard Schreck,** *Heidelberg College*, Tiffin, Ohio; **Lise Winer,** *Southern Illinois University*, Carbondale, Illinois.

Production Manager
Lars LaBounty
Pantagraph Printing
Bloomington, Illinois 61701

Advertising Manager
Aaron Berman
TESOL Development and Promotions
P.O. Box 14396
San Francisco, California 94114
Telephone: (415) 697-5638

The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. **See back page for membership information.**

TN **welcomes news items** from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately **300 words** is encouraged for those items except for conference announcements and **calls for papers** which should not exceed **150 words.** Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, **four copies** of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are **limited to 1200 words** or five typed **double space** pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to **special sections** of the *TN* are advised to send **two copies** of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; **International Exchange:** *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 4DP, Scotland*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **On Line:** *Richard Schreck, Heidelberg College, Tiffin, Ohio 44883*; **Standard Bearer** (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.*

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: February 20th for the April *TN*

President's Note to the Members

"I was educated once, and it took me years to get over it."—Anon.

In R. K. Narayan's novel, *The English Teacher*, there is a nice passage about a teacher who had not prepared for class and mused how he could "dawdle over attendance for a quarter of an hour." What he didn't anticipate, however, was the student protest against the inane roll-call, but he was able to out-shout them to get their attention and use the power of his role as teacher to gain control. Power? When I first started teaching teachers, an experienced teacher in my course prefaced an assignment with "I enjoy teaching, but I really don't see the point anymore. I'm frightened with the power I have." Power? Yes, power.

As an ESL teacher, I perceive myself as a gentle soul interacting in helpful ways with non-English speakers, and sharing the English language with them. But what I control is the fearsome power either to empower the learners or to lord it over them. Narayan's incident prompted me to question what kinds of mindless things I do in class to protect, justify and empower myself rather than to nurture and assist the learners I am purportedly teaching. I don't think I am clever enough to dream up the mindless things I do in class; perhaps I absorbed them during the years I was being educated. Now, I have to ask what kind of unconscious model I may be. As when raising a family, it is frightening to know you may be imitated.

Another way in which we exert power is in tests and expecting certain "right answers." During a course and until a test, we may be best friends with our learners, but when the chips are down and we dole out the grades, our power is overwhelming and often devastating. Over the years, we as a profession have been outgrowing memorization and rote drill in language learning, not only because of their dullness but more because they do not enlist the learners' intellectual powers. Thinking and involvement rather than memorization are now goals for learners. In language teaching, though, we may unthinkingly penalize the learner who produces a logical but incorrect form, as for example in regularizing a past tense form, goed. This is one type of power we have, the control we exert over the learner, and it is very literally mind-control. It it difficult for us to keep our sights on and reward the learner's process of having formed something logically, when the product is wrong.

In more advanced conversation, writing, or reading classes, right answers take on a different hue, one of accepting only the answers we expect and have formulated ourselves ahead of time, rather than appreciating the process the learner is going through. Again, we may be caught up in looking at the final product rather than the process. Do you, like me, ever find yourself continuing to rephrase a question until you get the answer that you've been looking for, not only in terms of grammatical correctness but also in conformity with your own ideas, opinions, interpretations or conclusions? At this point, we can see how clearly the EFL/ESL teacher is an element in the socialization process that education is. As we go to these advanced levels, we quietly shift our base of correction from correctness of language to correctness of ideas, rewarding the docility of convergent thinking.

I find the role of right answers can be reduced if I remember to remind myself to look at language learning/teaching as a process. When there is involvement in a process, there is interest and excitement on the learners' part. I must also endure more risk because I cannot be sure just how things are going to emerge—and remember, I like to be in control. In other words, I have to be willing to relinquish some of my power in order to implement a focus on the process rather than the product. Some effort also has to go toward reminding me, the teacher, as well as convincing the learners—and outsiders—that they are learning even though they may not be producing right answers to prove it.

In ESL where does quality lie? In the right answers? In the books? In the methods? In the grades? In the "system"? In the teachers? In the students? In the schools? Where? There are many possible answers; determining the answer was the quest Robert Pirsig set out on in *Zen and the Art of Motorcycle Maintenance*. I am not sure he found one. There may be many, one for each of us, dear readers.

"I'm easy to please . . . Just do it my way!"
—Anon.

Charley Blatchford

CHARLES H. BLATCHFORD

Honors Conferred on TESOL Friends

James Alatis to be Honored by Northeast Conference

James E. Alatis, executive director of TESOL, has been selected as the recipient of the **1985 Northeast Conference Award** for **Distinguished Service and Leadership in the Profession**, given in memory of Nelson Brooks. The award will be presented at the General Session of the Northeast Conference on Friday, April 26, 1985 in the Grand Ballroom of the New York Hilton.

Alatis has been the chief executive officer of TESOL since its beginning in 1966, and he is dean of the School of Languages and Linguistics at Georgetown University in Washington, D.C.

Since 1981 Alatis has been president of the Joint National Committee for Languages, a consortium of 26 organizations formed in the '70s to present a united voice for the language professions.

Shirley Brice Heath Named MacArthur Fellow

Shirley Brice Heath, a plenary session speaker at TESOL '84, has been chosen by the **MacArthur Foundation** of Chicago as one of 25 "exceptionally talented individuals" and named a **MacArthur Fellow**.

Heath, associate professor of education, and a specialist in anthropology and linguistics at Stanford University, is also a social historian and a student of American literature.

The MacArthur Foundation award program, which has as its announced aim "freeing creative people from the necessity of seeking a conventional income," is awarding cash prizes ranging from $176,000 to $300,000 to the individuals named this year. The prizes will be spread over a five-year period.

Nominating Committee Completes Slate:

CANDIDATES FOR THE EXECUTIVE BOARD ANNOUNCED

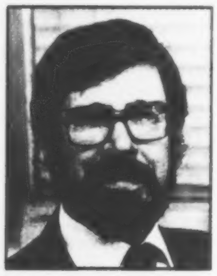
The Nominating Committee, composed of Anna Chamot, Liz Hamp-Lyons, Mary Hines, Richard Orem, and Linda Schinke-Llano, chair, worked through the summer to complete a slate of nominees for TESOL 1985-86 first and second vice president and executive board member-at-large. These candidates join the six others nominated by the Affiliate and Interest Section Councils in March 1984 at the TESOL convention in Houston.

The candidates have been asked to provide biographical information for the ballot together with their statements of philosophy, which also appear below. Readers are reminded that the ballots, which have been sent to all voting members of TESOL, are to be returned to the TESOL central office no later than March 8, 1985.

CANDIDATES FOR FIRST VICE PRESIDENT

Joan Morley
The University of Michigan
Ann Arbor, Michigan, U.S.A.

For nearly two decades members of TESOL have shared their work with colleagues, freely and willingly, for the benefit of the profession—and have taken pride in TESOL's emergence as a dynamic creative force in the field of English language learning/teaching today. I believe the years ahead hold both exciting promise and sober responsibility for TESOL. Continued growth in size and in diversity must be accompanied by responsiveness to the concerns and the needs of each special interest section and each affiliate, worldwide. At the same time TESOL members, individually and collectively, must continue to work actively for ever-increasing quality and professionalism—in classroom practices, in research, in materials development, in teacher training, in professional standards in the workplace, and in socio-political concerns.



Henry G. Widdowson
University of London Institute of Education
London, England

The TESOL organisation is an international network of affiliation and communication. So it is both a fellowship of people and a forum for debate. As such it is uniquely able to create conditions for the exchange of ideas and experience in order to further professional development. This can only be effectively done, in my view, if the concerns of theory and practice are closely interrelated and recognised as equally important and interdependent aspects of the same enterprise. Bringing about this inter-relationship can be regarded as the responsibility of research but we need to define this not just in terms of investigations of researchers as such (important though they may be), but also as a principled appraisal and modification of practice which teachers can be encouraged to carry out themselves on their own activities in classrooms. So I would like to see TESOL continue to support researcher and practitioner as complementary roles in the development of English teaching as a profession.

CANDIDATES FOR SECOND VICE PRESIDENT

Michele Sabino
University of Houston Downtown
Houston, Texas, U.S.A.

Increasing emphasis on internationalizing the curriculum at all levels of instruction will place demands on ESL teachers that may ask them to carry their expertise beyond the classroom. Trained ESL professionals, drawing upon their own cross-cultural experiences, will be called upon more and more frequently to serve as resources not only within the academic community but also in the corporate sector and in all areas of community and public services.

A successful professional organization is one whose leadership keeps abreast of society's shifts and expectations and is sensitive to the membership's needs. TESOL can continue to play a vital role in meeting the changing needs of language educators worldwide who are being asked to develop the communication skills of a broad spectrum of client groups within a changing and increasingly demanding and complex society. My goal as TESOL's Second Vice President would be to continue to provide extensive professional development services at the annual conference through a varied program that includes new research, certainly, but that also addresses the emerging demands being placed upon the ESL professional today.

Lydia Stack
San Francisco Unified School District
San Francisco, California, U.S.A.

TESOL is an organization of individuals from around the world interested in the various aspects of ESL/EFL teaching, administration, teacher training, and research. TESOL serves its members primarily through its conventions and the work of the Executive Board. The TESOL convention is a time for members to network, to exchange ideas and to gather information. It is also a time for international and national affiliates of TESOL to meet to develop ways to strengthen the organization and the profession. If elected second vice president I will work with the affiliates, the interest sections, and individual members to design a conference which will allow for the maximum interaction of those attending. TESOL '86 in Anaheim promises to be a near "Disney" production!

CANDIDATES FOR EXECUTIVE BOARD MEMBER-AT-LARGE 1985-88

Richard Allwright
University of Lancaster
Lancaster, England

TESOL is special because it unites great numbers of teachers and researchers, internationally. As a European I would hope to strengthen TESOL's developing internationalism. As a classroom researcher I want to strengthen teacher/researcher connections, reinforcing my work with the classroom-centered research colloquia at TESOL conventions, with the Research IS, and as Research Representative on the Interest Section Council.

Rosita Apodaca
El Paso Public Schools
El Paso, Texas, U.S.A.

Approximately 7.7 million non-English language background students, ages 5-24, are enrolled in American schools. A total of 9.4 million are expected by the year 2000. Much progress has been made in the delivery of educational services to these students, but there are many questions still unanswered.

I consider these educational, social, cultural, political issues most urgent and wish to work on their behalf by providing leadership and direction through all the channels available in TESOL.

Mary Ashworth
The University of British Columbia
Vancouver, British Columbia, Canada

Just as our second language classrooms are a microcosm of the world, with a wealth of resources, ideas and challenges, so it is with TESOL. The resources are its members, teachers of children and adults, researchers and scholars working in every area of theoretical endeavour. Ideas are generated from conferences, from journals and from networking. The challenges are local, regional, national and international. Together, our collective concern and expertise can effect change at home and abroad.

CANDIDATES FOR AFFILIATE COUNCIL REPRESENTATIVE TO THE EXECUTIVE BOARD 1985-88

Elite Olshtain
Tel Aviv
Tel Aviv, Israel

The function of English as a world language is constantly expanding and becoming more diversified. TESOL should play a significant role in promoting academic status and professionalism in our field, focusing on the communicative power of language to bring about better understanding among individuals and among different national/ethnic groups. The affiliates play a vital role in the realization of this goal. Interaction among North American affiliates and other parts of the world needs to be further promoted.

Hétor M. Peña
Bayamón Technological University College U.P.R.
Bayamón, Puerto Rico, U.S.A.

The affiliates form an integral part of TESOL which contributes to its diversity, its pluralism and an ever-expanding vision of the organization's role within the world community. The unifying force is ESL instruction, but the circumstances, conditions and attitudes towards its teaching in various parts of the world should also constitute part of the vital issues to be addressed by the international organization. If I become a member of the board I will see that more action is taken towards this goal.

Denise H. Staines
American School in Paris
Paris, France

TESOL is now a world-wide organization. Affiliates have become increasingly sensitive to the diversity of national and international issues which concern all our members. A healthy sign of growth within the Executive Board has been the willingness to remain open to the wide-ranging needs of U.S. and international affiliates as characterized by a genuine spirit of sharing and cooperation.

In the future, TESOL should address not only specific issues such as certification and professional standards, but ensure that the needs of teachers who are non-native speakers of English are answered in regional meetings and seminars throughout the world. In this way we will continue valuable and productive development within what is today our most important professional forum.

CANDIDATES FOR INTEREST SECTION COUNCIL REPRESENTATIVE TO EXECUTIVE BOARD 1985-88

Andrew D. Cohen
Hebrew University
Jerusalem, Israel

I see the Interest Sections as defining to a large extent what TESOL is all about. There is a need to support each Section in its efforts to represent TESOL fully. There are ways in which the Interest Sections can better derive mutual benefit from one another, and if elected to the Board, I will strive to promote constructive communication across Interest Sections. There is also a need to enhance the international flavor of the Interest Sections' endeavors. In addition, I see the need to have both the applied and the more scholarly pursuits of the Interest Sections represented at Board meetings, and I will do my utmost to represent these pursuits.

Miriam C. Lykke
Senn High School
Chicago, Illinois, U.S.A.

I believe in a good, strong public school system which will provide an equitable education to students of all levels of English proficiency, innate ability and economic opportunity; that the school system, in addition to providing appropriate academic classes, should make provision for career awareness instruction and prevocational education as a means of preparing students for earning a living; that TESOL should encourage more elementary and secondary school teachers to assume leadership responsibilities keeping in mind that the situations these individuals create in classrooms are the synapses of ESL theory and practice.

Carole Urzúa
Lewis and Clark College
Portland, Oregon, U.S.A.

This is a particularly exciting time for our profession in our thinking and research on second language learning, meaningful language teaching, and the acquisition of literacy. However, TESOL needs to find ways in which this scholarship can enrich practice—and practice can enrich scholarship. Teachers want to feel their contributions are valued, and researchers want to know their work has a pay-off for learners. One concrete model to accomplish this may be to strengthen the connections between the interest sections and the local affiliate members.

Report from CLOIS

LEGISLATIVE UPDATE

The following information was received from the Council for Languages and Other International Studies in a news release dated October 23, 1984. ***—Editor***

The Appropriations Bill for the Departments of Commerce, Justice and State (H.R. 5712) is now Public Law 98-411. Passage of this legislation is indeed a victory in that it includes $35 million more for international education and exchange programs than the FY84 funding levels. The total funding for Fulbright, International Visitors, Humphrey Fellowships, Eisenhower Exchanges, Congress-Bundestage, and Private Sector programs is $130 million. Furthermore, $4.8 million has been appropriated for the Soviet and East European Research and Training Program. PL 98-411 also appropriates $18.5 million for the National Endowment for Democracy and sets funding for the Asia Foundation at $9.6 million.

Not only was Title VI of the Higher Education Act, which includes funds for international education, foreign language study, and the Fulbright-Hays 102(b)(6) programs, not zero-funded but Congress actually approved an approximately $2 million increase to $26.55 million for domestic and $5.5 million for overseas programs. Congress passed a continuing resolution as well as an appropriations bill with essentially the same figures. Included, for FY85, is $100 million for Title II (The Education for Economic Security Act) and $5 million for Title VI (The Excellence in Education Program) of Public Law 98-377. Although the Appropriations Bill is still awaiting the President's signature, the continuing resolution has been signed by the President and is PL 98-973. To the right are the figures (in millions) for other programs of importance to JNCL/CLOIS members.

	FY85	FY85 CR/A*
	(figures in millions)	
Pell Grants	$2,800	$3,325
Guaranteed Student Loans	2,256	3,079
Compensatory Education (Chapter I)	3,487	3,696
Vocational Education	731.3	731.3
Adult Education	100.0	100.0
Bilingual Education	139.4	142.9
NIE	48.2	51.2
FIPSE	11.7	12.7
NEH	140.0	139.5

*Continuing Resolution/Appropriations

The Library Services and Construction Act Amendments (H.R. 2878/S. 2490) was signed by the President on October 17 with both Titles V and VI included in the final version. The Act is now Public Law 98-480. As you may recall, the House, but not the Senate, version included two titles of importance to the language community. Despite opposition, during conference our Congressional supporters managed to keep these titles in the final version. Title V provides grants, of up to $15,000, to state and local public libraries for the purchase of foreign language materials, and Title VI allows both state and local libraries to apply to the Secretary of Education for grants, of up to $25,000, for use "in the provision and coordination of literacy programs."

The Bilingual Education Reauthorization Act included in the omnibus education bill was signed by the President on October 19 and is now Public Law 98-511. During conference, the legislation was changed to reauthorize funding for bilingual education for the next four years instead of five years, and the amendment authorizing silent school prayer was dropped. However, the substance of the bill was not changed. For FY85, the authorization for bilingual education is $176 million, which is approximately a $35 million increase over the current funding level. Public Law 98-511 includes a section on Developmental Bilingual Education Programs, which addresses learning a second language as a primary educational goal. It also authorizes grants for Academic Excellence Programs to identify and provide funding for the most successful bilingual education programs. These "Programs of Academic Excellence" may include funding for new "alternative instruction" programs in which a child's native language need *not* be utilized. In addition, the statute authorizes grants for Adult English Literacy Programs to enable parents and out-of-school family members of LEP children to acquire English language competence. Furthermore, the statute includes a provision that requires parental consent before placing a child in a bilingual education program. Schools are required to notify parents that their child may be placed in such a program and inform them that they can request placement in another program. However, if the parents do not respond, it is assumed that they have consented to their child being placed in a bilingual education program.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

THE TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

IT WORKS

Edited by Cathy Day
Eastern Michigan University

The December issue of the Newsletter seems an appropriate time to share this "It Works" suggestion. The end of the semester often brings this problem to teachers of ESL in academic programs. I hope you enjoy it as much as I did.

Cloze to the Truth

by Thomas Buckingham
Thomas Buckingham Associates
Houston, Texas

Anyone who has ever assigned a term paper can tell you that one of the most annoying and frustrating problems for an instructor to deal with is the problem of student plagiarism. It's annoying because it offends our sense of academic honesty. We take it *personally.* It's frustrating because it is so time-consuming to track down and prove.

Proving reasonable doubt about the originality of a piece of writing consumes enormous amounts of time, distracting your energies from far more important tasks. The traditional approach to the problem is not very attractive: you spend hours in the library hoping you can discover the source with which to confront the writer. Chances are, if the writer has been clever, you won't find it.

I propose an alternative which has solved at least one problem: the need to spend endless hours searching for evidence. The procedure is simple and straightforward, and nearly always yields an admission of culpability. Here it is:

1. Select from the student's alleged original work a passage or a combination of passages totaling about 300 words.
2. Create a cloze passage of 1:5 or 1:7 from the passage.
3. Have the student complete the passage under supervision.
4. Score the passage using an acceptable word replacement method. A student who cannot replace 70% of the blanks using this method is unlikely to have written the passage in the first place.

I should say that most of the time when I use this technique, the student simply gives up and admits that the passage came from somewhere else. Students can't reproduce the prose because they usually can't reproduce the highly skilled writing of professional writers. The end result in almost all cases is an admission of plagiarism. The success of the technique is based on my own experience, rather than on controlled experimentation with it.

If you think about what skills a student needs to be able to perform well on a cloze passage, it makes a lot of sense to use the passage in this way.

First, in the traditional cloze passage, a student can complete a passage only if he/she understands its content. This fact alone trips up many plagiarists, since they do not thoroughly understand the passages they use, except in a vague or general way. If they thoroughly understood them, they would be able to paraphase them and avoid the problem of plagiarism.

Secondly, the cloze passage also tests grammatical knowledge. If a student is able to create perfectly grammatical prose in the original, there should be no problem in re-creating it in the cloze version.

Third, the cloze tests the relative formality or personal style of the writer. Since plagiarized passages are generally taken from academic works, or at least professional treatments of topics, the style falls into an identifiable category. When the plagiarist attempts to complete a cloze version, he or she generally is unable to provide the right lexical choices which will be consistent with this style.

Finally, simple memory factors should increase a student's chances of completing a high percentage of blanks on a cloze version of plagiarized materials. Of course this is not what happens—a student generally fails miserably to complete an acceptable number of blanks. I have had few cases where a student has not thrown in the towel before the test is over, but when they do, scores in the twenty or thirty percent range are not uncommon.

About the author. Thomas Buckingham owns his own consulting company in Houston, and formerly taught ESL and TESOL courses at the University of Illinois, University of Houston, and the American University of Beirut.

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

Cambridge ESL

LISTENING
TASKS
FOR INTERMEDIATE
STUDENTS OF
AMERICAN ENGLISH
STUDENT'S BOOK

ESL Teachers: Have you heard?

Listening Tasks helps low-intermediate and intermediate students understand American English spoken at normal speed in everyday situations.

- *Cassette,* with dialogues, telephone conversations, public address announcements.
- *Student's Book,* with practical listening exercises, such as labeling a picture or filling in a chart. Follow-up reading and writing task.
- *Teacher's Manual,* with tapescript, detailed teaching notes, and Student's Book pages with answers filled in.

Cassette: 0-521-26258-5 *Student's Book: 0-521-27898-8*
Teacher's Manual: 0-521-27897-X

Outside the U.S.A. and Canada order from your usual ESL supplier, or in case of difficulty order directly from Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

CAMBRIDGE UNIVERSITY PRESS
32 EAST 57TH STREET/NEW YORK, NY 10022/212 688-8885

THE STANDARD BEARER

Edited by Carol J. Kreidler
Georgetown University

The following article is reprinted with permission from the **NAFSA Newsletter**, *vol. 35, no. 8, Summer 1984. TESOL representatives have held discussions with NAFSA personnel, have participated in a NAFSA self-study workshop, and have presented the work of the Committee on Professional Standards (CPS) to NAFSAns at their conferences. From the beginning of its work on standards, the TESOL's CPS has been influenced by NAFSA's experience. The program of self-regulation through self-evaluation that we are developing for TESOL is similar in many ways to NAFSA's program. We are grateful for all of the cooperation we have received.* ***C.J.K.***

NAFSA's Program of Self-Regulation

by Mary Peterson
National Association for Foreign Student Affairs

During 1983-84, while the educational community, the states, and the nation grappled with the dual issues of quality and finance in education, the National Association for Foreign Student Affairs (NAFSA) launched the pilot phase of its Self-study/Self-regulation Program. An outcome of work begun five years ago by the NAFSA Task Force on Standards and Responsibilities, the Self-Regulation Program now enables NAFSA to assist schools in their voluntary efforts to assess and improve the quality of international educational exchange programs and services they offer, in a manner consistent with the educational mission of each institution.

Self-study gives educational institutions the data they need "in order not to get caught with their pants down," Barbara Burn, University of Massachusetts and past president of NAFSA, explained to the audience at the third NAFSA Self-study workshop, which took place in Chicago in April. It is necessary if an institution is going to evaluate what are referred to in the Institute for International Education's *Absence of Decision* as the educational, economic, and public policy balance sheets of international educational exchange. Crawford Goodwin and Michael Nacht, authors of *Absence of Decision*, addressed the first and second NAFSA Self-study workshops respectively, encouraging those present to use self-study as a tool to examine the complexities of educational exchange, untangling the issues from related concerns of both internal and external constituencies. Self-study is needed to address issues of quotas, tuition and fees, recruitment and admissions, community involvement, special educational needs, alumni and development activities, and even faculty hiring policies, according to Goodwin and Nacht.

NAFSA's approach to self-regulation calls for the concerns of educational exchange to be mainstreamed to the greatest extent possible into the institution's ongoing planning and evaluation cycles, such as regional accreditation reviews.

Hundreds of schools responded to a letter sent in August 1983, by NAFSA President Robert Kaplan to the presidents of some 2,700 colleges and universities where foreign students are enrolled. Kaplan's letter announced the pilot phase of the Self-regulation program in light of the INS requirement for recertification of schools to issue form I-20s to prospective foreign students. Kaplan pointed out that the INS's action was motivated, in part, by concern about the quality of educational exchange programs. Schools interested in participating in the pilot program were asked to fill out a lengthy application, supplying NAFSA with a description of the institution and its international educational involvements, stating their institutional objectives, and evaluating the appropriateness of the *NAFSA Principles for International Educational Exchange* as standards of good practice for the institution.

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor. *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Pilot Program Launched

On the basis of their stated commitment to self-study and self-regulation, 28 schools were chosen to participate in the pilot program. They represent the full range of U.S. higher education—public and private, large and small, urban and rural, two-and four-year colleges and universities—and many different styles or "models" of administrative organization of international educational services.

Some have well-established foreign student, study abroad, ESL, and community programs or a long history of church-related internationalism, while others are just beginning to explore the possibilities of expanding the institution's international dimension. Some are planning for their next regional accreditation review, while others are conducting internal reviews for resource allocation planning purposes. Some have experienced a foreign student "problem" or "issue" on campus, while others have only 10 foreign students, and still others are involved primarily in study abroad for U.S. students. Faculty exchange is a concern of many. Some wish to focus on student services, while others will be assessing the curriculum as well. In every case, they are concerned with evaluating and improving upon the status quo.

As pilot schools, they are being asked (1) to conduct a self-study that includes a focus on one or more aspects of international education, (2) to file a copy of the report of their self-study process, along with relevant comments by subsequent visitors hosted by the institution, and (3) to formally endorse the *NAFSA Principles* on behalf of the institution.

NAFSA Workshops on Self-Study

They will have the benefit of support from NAFSA through workshops on self-study, which train both NAFSA members and nonmembers from each campus in designing and conducting effective self-study processes, through consultants' services, and through materials provided by the association. NAFSA will learn from their experiences with self-study, and will refine its ability to help schools develop, evaluate, and strengthen their programs and services.

At the same time, other schools that have already completed a self-study using the *NAFSA Principles* as a yardstick for quality, and/or have formally endorsed the *Principles*, such as by approval from the chief executive, faculty senate, board of trustees or other institution-wide body, were invited to inform NAFSA of their efforts. Among these, four were invited to serve as resource institutions at the self-study workshops. They are the Universities of Minnesota, Wyoming, and Pittsburgh, and Michigan State University.

NAFSA intends to recognize institutions that have participated in the Self-regulation Program, and may ultimately include a notation in the *NAFSA Directory* to specify involvement in the program. Initially, recognition will be provided through the *Newsletter*, which is circulated to some 6,000 individuals and institutions in the U.S. and overseas, and charts will be used to register the progress of institutions through the program.

NAFSA's Self-regulation Program was developed with help and encouragement from the Council on Postsecondary Accreditation, the ACE Office of Self-regulation and, most notably, from H. R. Kells, professor of higher education at Rutgers University. Support for Phase I, under which the *NAFSA Principles* were developed and the program designed, was granted by the Exxon Education Foundation. For Phase II, the pilot phase, support has been granted by the U.S. Information Agency (USIA) through the NAFSA Field Service. The program has been endorsed to date by the president and the Commission on International Education of the American Council on Education, the National Association of State Universities and Land-Grant Colleges, and the American Association of State Colleges and Universities.

During the pilot year, NAFSA also has put into place other elements of the Self-regulation Program:

- a *NAFSA Self-Study Guide* has been published;
- NAFSA consultants have been trained in skills and techniques useful in facilitating a self-study process;
- NAFSA has developed working relationships with other groups concerned with self-regulation and international education;
- NAFSA staff have developed professional expertise to guide the program.

During the coming months, the structure of the program will be evolving from a pilot program to a stable component of the association's ongoing activities, designed to meet the needs of many institutions with long-term commitment to quality in educational exchange. The long-range implications of self-regulation for NAFSA and for the field of international educational exchange are enormous. The program offers educational institutions a chance to address vital issues related to international education in a well-organized and effective manner,

Continued on next page

Self-Regulation

Continued from page 7

and to be recognized for doing so. It offers NAFSA a new emphasis to its long-standing mission to establish standards and promote good practice in educational exchange. And it offers the student a much greater assurance of being able to identify quality programs. It is possible that participation in the NAFSA Self-regulation Program could become a criterion for sponsoring agencies in placing their students at U.S. institutions. Listings of institutions that have made this commitment will become a useful tool for overseas advisers and their students considering a U.S. education.

NAFSA is firmly committed to the principles of *self*-regulation as an alternative to increased external regulation. The voluntary nature of participation and flexibility in allowing for cooperation with regional accrediting associations, combined with the positive approach to recognizing participating schools, are essential strengths of the program that have great potential to benefit U.S. and international education, and the students and scholars engaged in international educational exchange.

For further information write to Mary Peterson at the NAFSA Central Office, 1860 19th St., N.W., Washington, D.C. 20009, U.S.A.

About the author: Mary Peterson is director of the Field Service Program of the National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009, U.S.A.

ENGLISH ALFA

The complete English program that teaches students how to use the language and how the language works

Student Texts — Short, manageable lessons that balance the teaching of communication, grammar, reading, and writing skills, followed by consistent, thorough tests and reviews

Workbooks — Immediate follow-up practice for new skills in workbook exercises that parallel and extend each lesson—a resource for individual homework assignments

Teacher's Editions — Convenient resource containing motivating teaching strategies, clear lesson objectives, grammar notes, full-size student pages with answers to exercises, extra practice activities for each lesson, extra unit tests, suggested teaching schedules, and much more . . .

Cassettes — Dialogues, exercises, dictations, and listening comprehension exercises from the student texts and workbooks help students develop confidence in speaking and listening skills—one set of cassettes for each book

Placement Test — Helps the instructor decide at which level to place each student and provides information on individual strengths and weaknesses—test package includes 25 tests, 50 answer sheets, and an answer key, and an instructor's manual

Houghton Mifflin International Division
One Beacon Street, Boston, MA 02108, U.S.A.

ENGLISH ALFA

ORIENTATION IN AMERICAN ENGLISH

A six-level basal course for junior high school through adult education ESL

SR® Basal Program NOW PUBLISHED BY
NATIONAL TEXTBOOK COMPANY

A Communicative Approach to Oral Proficiency

Designed through intensive worldwide language training experience, SR—situational reinforcement—features direct acquisition of language through conversation. The core of the SR method is the response technique—a statement of command, a question, and an answer—elicits personal information or revolves around the performance of some action.

Six Levels of Progress

Each level of *Orientation in American English* is designed for 80–100 classroom hours.

Level one (20 lessons) helps beginning students to understand and produce commands, questions and responses related to greetings, telling time, hobbies and parallel situations.

Level two (10 lessons) covers practical topics such as money, measuring and shopping.

Level three (10 lessons) teaches the language needed to order lunch, buy and pay for a car, and look for an apartment.

Level four (10 lessons) for intermediate students contains discussions of career opportunities, environmental issues, recreational activities, and presents "consumer" situations including charge accounts, budgets, and using the telephone.

Levels five and six
Each lesson is divided into three parts; each part emphasizes a different set of skills: part one—conversational skills, part two—production of discourse, part three—paraphrasing through manipulation of sentence structure.

Integrated Learning Materials

☐ **Texts**, Levels One–Six
☐ **Readers**, Levels One–Six
☐ **Workbooks**, Levels One–Four
☐ **Cassettes**, Levels One–Four
☐ **Tapebooks**, Levels One–Four

SR
SR
SR
SR
SR
ORIENTATION IN AMERICAN ENGLISH

Placement and Proficiency

☐ **Tests**
☐ **Teacher's Manual**

SAVE $6^{80}

For economical evaluation, order sampler—one each of texts 1–4 plus one Teacher's Manual
No. 0566-X $19^{95}

TO ORDER BOOKS NOW, CALL **TOLL FREE:**
800-323-4900 IN ILLINOIS **312-679-5500**

85-R

NATIONAL TEXTBOOK COMPANY
4255 W. Touhy Avenue, Lincolnwood IL 60646-1975

CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

CARIBBEAN TESOL TO BE HELD IN SANTO DOMINGO

The first **Caribbean Regional TESOL Conference** is on! The dates are January 18-20, 1985. It will be held at the Instituto Cultural Dominico-Americano. Participants will stay at Hotel Santo Domingo Norte, about a block away from the Instituto. Caribbean TESOL welcomes visitors from all affiliates. Those interested in registration information should write to D.A.T.E., Post Office Box 821, Santo Domingo, Dominican Republic. The United States Information Service will be a co-sponsor of this event.

LEARNING IN MANY TONGUES: JANUARY CONFERENCE AT UNCC

Learning in Many Tongues: Education and the International Student, January 25-26, 1985, at the University of North Carolina at Charlotte, is designated for teachers and advisers of international students from the elementary to the post-secondary levels. Featured speakers are **Ann Raimes,** coordinator of the Developmental English Program, Hunter College and **James Stalker,** director of the NCTE Commission on Language, Michigan State University. The conference is co-sponsored by the National Council of Teachers of English, and the Center of International Studies and the English Department of UNCC. For further information, contact: Stan Patten, UNCC Program Chair, English Department, UNCC, Charlotte, North Carolina 28223. Telephone: (704) 597-4226.

SLRF '85: PLENARIES, PAPERS AND PANELS ON SECOND LANGUAGE RESEARCH

The **1985 Los Angeles Second Language Research Forum** (SLRF) will be held February 22-24, 1985 at the University of California, Los Angeles. The plenary speakers will be Roger Andersen and Elaine Tarone. There will be papers in the areas of language universals and second language acquisition, computers and second language research, discourse, bilingualism, interlanguage, classroom research, input, and sociolinguistics. There will also be a special interest session on computer and statistical modeling in second language research, as well as panels on research methodology and universals and second language acquisition. For registration information contact: Suzanne McMeans, Registration Chair, 1985 SLRF, UCLA TESL/Applied Linguistics Program, 3303 Rolfe Hall, Los Angeles, California 90024.

THIRD ANNUAL CONFERENCE ON WRITING ASSESSMENT

The National Testing Network in Writing, the City University of New York, the University of California, and the California State University announce the **Third Annual Conference on Writing Assessment** on March 6-8, 1985 at the Sheraton Palace Hotel in San Francisco, California. The conference is for educators, administrators, writers, and test developers and will be devoted to critical issues in assessing writing in elementary, secondary, and postsecondary settings. Discussion topics will include theories and models of writing assessment, the politics of testing, computer applications in writing assessment, the impact of testing on minorities, research on writing assessment, and the effects of testing on curriculum and teaching.

For information, please write to Leo P. Ruth, NTNW Conference Co-Director, Language and Literacy Division, School of Education, Tolman Hall, University of California, Berkeley, California 94720.

RELC REGIONAL SEMINAR IN SINGAPORE

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 20th Regional Seminar April 22-26, 1985 in Singapore. The theme of the seminar is **Language Across the Curriculum.** For more information, write to: Seminar Planning Committee Chair, SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

ILLINOIS TESOL/BE CALL FOR PAPERS

The thirteenth annual state convention of Illinois TESOL/BE will be held May 3-4, 1985 at the Ramada Inn in Peoria, Illinois. Abstracts of papers (250 words) should be sent by January 15 to: Linda Schinke-Llano, Convention Chair, Linguistics Department, Northwestern University, Evanston, Illinois 60201.

JERUSALEM CONFERENCE ON TEFL-TESOL

ISRATESOL takes pleasure in announcing the upcoming Jerusalem Conference on TEFL-TESOL on July 14-18, 1985 to be held at the Mt. Scopus campus of the Hebrew University, overlooking the city of Jerusalem and the Dead Sea. The theme of the conference will be **Looking Ahead,** which will continue to contribute to updating participants knowledge and skills in TEFL-TESOL.

The organizing committee invites papers related to the theme of the Conference in the following forms: short talks (15 min.), lectures (40 minutes), workshops (2 hours), demonstrations (20 minutes), and exhibits and poster presentation. Abstracts should be submitted no later than March 31, 1985. Abstracts must be submitted in English. The original abstract and three photocopies should be sent to: Conference Secretariat, Jerusalem Conference on TEFL-TESOL, 12 Shlomzion Hamalkah Street, 94 146 Jerusalem, Israel.

COMMUNICATION ASSOCIATION OF THE PACIFIC-JAPAN: CALL FOR PAPERS

The **Communication Association of the Pacific-Japan** is now accepting proposals for presentations and absentia papers for its 15th annual convention in Tokyo, Japan on June 15-16, 1985. Papers sought in the following areas: **intercultural communication, interpersonal and small group communication, rhetorical and communication theory, forensics, mass communication, organizational communication, interpretation, speech and language sciences, theatre, communicative language teaching, and applied linguistics.** Initial proposals should include the title of the proposed paper and a brief summary which should be received by the program chairperson no later than January 31, 1985. Proposals and requests for additional information should be addressed to Prof. Hiroshi Katayama, School of Dentistry, Nihom University, 1-870-1 Eichonishi, Matsudo Cit, Chiba Prefecture, Japan 271.

TEACHING TECHNICAL AND PROFESSIONAL COMMUNICATION

The conference on **Teaching Technical and Professional Communication,** July 29-August, 1985, is again being sponsored by the Program in Technical Communication, College of Engineering at the University of Michigan. This conference has been offered continuously since 1975 and is attended by participants from throughout the U.S. and numerous other countries. It is designed to improve instruction in technical and professional communication in various types of institutions of learning. There are sessions for teachers new to teaching technical and professional communication as well as sessions for experienced teachers. For more information write to: Ms. Gretchen Jackson, Technical Communication Conference Coordinator, 1223 East Engineering, College of Engineering, University of Michigan, Ann Arbor, Michigan 48109, U.S.A. Telephone: (313) 764-1427.

LANGUAGE TEACHING AND LEARNING IS THEME OF JALT '85 CONFERENCE

The Japan Association of Language Teachers, an affiliate of TESOL, will sponsor its eleventh annual **International Conference on Language Teaching and Learning** at Kyoto Sangyo University, Kyoto from September 14-16, 1985. The conference will feature over 150 presentations dealing with all aspects of language teaching, learning, and acquisition. Over 1000 people from Japan and abroad are expected to participate.

Proposals for papers, demonstrations, workshops, etc., relevant to language teaching/learning/acquisition are warmly encouraged. Guidelines for submission are outlined below. Further information may be obtained from the program chair.

For proposal consideration, please submit the following prior to June 1, 1985:

1. Two double-spaced copies of an abstract, typed on letter-size (A4) paper, one with your name and contact address ON and one OFF. This abstract should include a clear indication of your presentation content and your target audience.
2. On separate sheet(s), please list (a) your name, (b) address, (c) the title of the proposal [less than 10 words], (d) a brief abstract [150-200 words] suitable for inclusion in the program handbook, (e) any technical equipment you would require, (f) your presentation time requirement, (g) a brief personal history [25-50 words] for the program handbook, and (h) where you saw this call for papers.
3. A head-and-shoulders photo for the handbook.

We regret that financial assistance is not available. However, the conference fee for the first two presenters listed on the abstract will be waived.

Submissions should be sent to the following address: Program Chair, JALT '85, c/o Kyoto English Center, Sumitomo Seimei Bldg. 8F, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto, 600 Japan.

ANNOUNCEMENTS

Continued from page 9

NABE JOURNAL CALL FOR PAPERS

The *NABE Journal*, in recognition of the special concerns of supervisors and administrators of bilingual programs, is requesting manuscripts addressing topics of interest to these two groups of professionals. Preference will be given to papers dealing with specific application of theoretical formulations to educational settings characterized by linguistic and cultural diversity. The *Journal* expects to publish these papers (one or two in each issue) in the next four issues.

Manuscripts may be up to twenty pages, typed double space. Cite references in parentheses in the text by the last name of author, date, and page numbers. Follow any internationally recognized style manual. (That of the American Psychological Association is preferred) Write an abstract of 200 words or less for each article submitted. Articles in languages other than English are welcomed. For these, please also submit an abstract in English of 250-1000 words, or an English translation or parallel version.

Please submit four copies of each manuscript to the following individuals who will serve as guest associate editors for these papers: by January 4, 1985 to Dr. Leonard Valvarde, University of Texas at Austin, College of Education, Austin, Texas 78712; or by May 1, 1985 to Dr. Rosa Castro Feinberg, University of Miami, P.O. Box 248065-Merrick 312, Coral Gables, Florida 33124.

Continued on page 25

Economical Group Major Medical Insurance Available Through TESOL

James E. Alatis, executive director of the Teachers of English to Speakers of Other Languages, would like to remind members that they may obtain economical health insurance through the TESOL sponsored Group Major Medical Insurance Plan.

Since the introduction of this plan, many members have enrolled and found it to be the preferred alternative to expensive and hard to find individual policies. Self-employed members have found it to be particularly appealing. Rates for this plan are very economical because TESOL co-sponsors it with many other professional associations in a large group insurance trust. The mass buying power of these combined organizations keeps costs and rates to a minimum.

Comprehensive coverage for today's high medical costs

The TESOL sponsored $1,000,000 Major Medical Plan has been carefully developed by the TESOL Insurance Administrator to provide members and their families with broad, comprehensive coverage. The plan provides up to one million dollars protection for most health care costs. Covered expenses include hospital room and board charges, physicians' and surgeons' fees, prescription drugs, anesthetic and its administration, specialized equipment, blood and blood plasma, convalescent nursing home charges, X-rays and laboratory tests.

Here's how it works

Each insured person has a choice of three deductibles—$250, $500 or $1,000. The deductibles have been designed to help keep the cost of the plan down. The higher the deductible selected, the lower the premium rate.

The deductible can be satisfied by eligible expenses from one or more medical conditions. And, if the deductible is met in the last three months of a calendar year, the deductible for the next year will be reduced by that amount. This is flexibility many major medical plans do not have built in.

Once the deductible has been met, the plan pays 80% of all covered expenses. Then after $2,000 in expenses have been paid by the insured (plus the deductible), the plan takes over completely to pay 100% of all covered expenses for the rest of the year.

Who is eligible?

All members and spouses under age 60 as well as their unmarried dependent children under age 19 (under age 25 if a full-time student), may apply for this coverage. Once accepted, coverage can never be cancelled because of age. Even upon retirement, coverage may be continued although benefits will coordinate with Medicare.

For details on the TESOL sponsored $1,000,000 Group Major Medical Insurance Plan, provide the following information: your name, complete address, birth date, sex, your spouse's birth date if s/he is to be insured and birth dates for each child to be insured. Send this to: Albert H. Wohlers & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068.

McGraw-Hill presents
NEW PATHWAYS TO ENGLISH NEW

Pathways to English
Pathways to English
Pathways to English
Pathways to English
Pathways to English
Pathways to English

The new series for secondary to young adult levels that effectively achieves a balanced development of communicative competence and language mastery.

McGRAW-HILL BOOK COMPANY/INTERNATIONAL GROUP
1221 Avenue of the Americas, New York, New York 10020

REVIEWS

Edited by Howard Sage
New York University

WRITING WORKSHOP: PARAGRAPH AND SENTENCE PRACTICE

by Joyce Pagurek. 1984. Newbury House Publishers,
Inc. Rowley, Massachusetts 01969 (ix + 160 pp., $8.95).

Reviewed by Jim Kohn
San Francisco State University

The college teacher looking for a practical workbook might find *Writing Workshop* a good choice for high-intermediate students learning to write paragraphs. It is a short book with a limited scope (only paragraph-writing and sentence combining), but one which presents problem-solving and task assignments to inspire students' writing.

The chapters of the book contain useful material for teaching paragraph-writing: "Making/Supporting Generalizations," "Enumeration," "Comparison . . . Differences," "Comparison . . . Similarities." Included in each chapter is a brief explanation of the chapter topic, followed by several exercises to develop both cognitive prowess and writing skills. The first few exercises require the students to think critically about a given task, or to combine sentences in a prescribed way. For example, on page 52, in the chapter about comparisons and similarities, the first exercise tells students to "Read these notes made by a student looking for accommodation:". There follows a drawing of a student's notebook with remarks about two apartment buildings. Then the students are asked to "Write a sentence about the proximity of transportation to the two apartments. Use an adverbial connective to show similarity." If we overlook the slight wordiness of the instructions, we see that students are directly involved in turning the process of comparing two apartment buildings into the writing of comparisons. In a similar way, the later exercises in each chapter ask the students first to analyze, then to produce paragraphs following guided instructions.

The one exception to this pattern is in the first chapter, where the author apparently reviews material introduced at an early stage in the students' learning career; here the list of topics is so lengthy that it hampers the effectiveness of the material. In this one chapter the students are expected to be introduced to clause relationships, "discourse markers," "coordinator," "subordinator," "adverbial connective," "topic sentence," and "organizational patterns." Actually, the introductory chapter is a preview of all the material to be developed throughout the rest of the book. I cannot imagine that the author expects teachers to introduce all these topics at once, but rather, probably, as a diagnostic review.

As with any other text, this book has weaknesses and strengths. The teacher must strike a balance between what is needed in the classroom and what is available in the text. In *Writing Workshop* the strengths outnumber the weaknesses, but the teacher should be aware of both.

The most noticeable weakness is also a strength in the book: the narrow scope of paragraph writing. Because the text focuses so sharply on paragraph skills, all other skills are slighted. For example, in the chapter on comparisons and similarities, the text offers a minimum of expressions used to show how to write comparisons. There is one chart, in which familiar forms like "the same," "alike," "similar," "both . . . and," "neither . . . nor" are listed. This chart is accompanied by five short exercises on the use of these forms in sentences. If students don't know these forms, they are probably not yet at the proficiency level the book requires. If they do know these forms, the material is less useful than would be the presentation of alternatives to these old familiars. Why not present such phrases as "have in common," "share," "by the same token," and "as well?"

But the limitation of scope is also a strength, because it allows the teacher to keep paragraphs at the center of attention in the class. My guess is that in practice the teacher will need to supplement this book with a reader, and probably a grammar text to fill in gaps for some students. The text will serve to lead students through that very difficult transition, from sentences to themes, by way of paragraphs. In general, the assignments are challenging, and reward the students with useful, relevant writing which they will have created themselves. Within its limitations, this text could be a fine tool for students and for teachers.

About the reviewer: Jim Kohn has been teaching ESL composition at the college level since 1966, in New York, San Francisco, and next year, Jinan, China.

IMAGES OF PUERTO RICO: An Intermediate Reader for Students of English

by Susan E. Bangs, Onelia Guasp, Jeffrey Crawford, Shirley Santiago, Ivan Davilla, Carmen Ruiz, Florence Giron & Ana Julia Alberdestron. 1983. Minerva Books, Ltd., 137 West 14th Street, New York, NY 10011. (96 pp., $3.50.)

Reviewed by Barbara Levy
University of Puerto Rico

This text was inspired by the reasonable notion that a student will learn more effectively when the subject matter is interesting. In this spirit, eight professors from Catholic University in Ponce put together twenty very brief essays about life in Puerto Rico. No essay is longer than two pages and each falls under one of four headings: (1) Traditions and Customs, (2) Historical Places and Monuments, (3) Legends, and (4) Contemporary Issues. The authors were undoubtedly trying to win over their students "with motivating and appealing reading material."

While there is nothing to object to in the underlying notion of spurring student interest, there is much to object to in the resulting *Reader*. The political implications alone are staggering. Should a teacher of a foreign language presume to teach a student about his native land in the foreign tongue? The ambiguous and uneasy political relationship with the United States only aggravates the question. Even without the specific political problem, the equivalent of this book in France, say, would be if an ESL teacher living in Paris chose to write his own material explaining to French students the importance of "The Triumphant Arch."

This book abounds in just such absurdities. We read sentences like "The night of Saint John, *as many Puerto Ricans call it*, has become part of our lives." (Italics mine) The same sentence also illustrates the confusion of view-

Continued on page 13

ACTIVITY PACK ELEMENTARY

by David Birt and Mark Fletcher, 1981. Edward Arnold Ltd., 41 Bedford
Square, London WC1B 3DQ. (Pack of 65 cards and 1 Teacher's Book, £7.95.)

Reviewed by Paula Kezwer
Tel Aviv University

This year I had the opportunity to be part of a team of EFL "facilitators" in a communicative learning centre set up for high school students. We gathered together a wealth of materials all aimed at involving our students in natural and free communication in English. As far as I am concerned, the find of the course was David Birt and Mark Fletcher's *Activity Pack Elementary*.

This imaginative collection of six communicative activities is aimed at elementary level learners of English. Each activity presets a role-play situation plus a list of structures and phrases to be used in accomplishing the task involved. Practice is afforded with structures ranging from making questions with auxiliaries and using comparatives to the use of the conditional, all within the framework of a "real life" communication situation.

What makes *Activity Pack* distinctive is the opportunity it provides for meaningful language work in a group role-play format. While I have come across several good collections of beginning communicative activities, they have thus far only taken the form of pair work. *Activity Pack* stimulates the beginning student with language practice in a more dynamic group situation which may include up to eight participants.

A very clever activity which was a big hit with every class in which we introduced it was "Barter." This task calls on students to group together in "villages" and with the aid of a village chief, to exchange different livestock and goods until they stockpile enough to survive the coming winter. Much laughter and excitement accompany the trading, as the students race to see which village will come out on top. Incidentally, we got double mileage from the activity after completion of the task by asking the students to trade back their goods again until they reached the number they had before the bartering began.

In "Newscast," teams of students present their versions of the evening news based on picture stories which suggest the headlines of the day. The better student is afforded ample

Continued on page 13

REVIEWS

Continued from page 12

NOW HEAR THIS!

by Barbara H. Foley. 1984. Newbury House: Rowley, Massachusetts 01969. (151 pp., $7.95; 4 audio cassettes $48.95.)

Reviewed by Peggy J. Anderson
Wichita State University

If your high-beginner/low-intermediate students would be interested in apartment problems, unemployment, the US census, kangaroos, the Space Shuttle, Mount St. Helens, and the Titanic (among other topics), then they would probably find the book *Now Hear This!* appealing. If, on the other hand, you are a devotee of the use of "authentic" discourse as I am, then you may be a little disappointed with this new listening comprehension textbook.

The twenty-two units (six pages each) of this textbook are organized around the first stages of a grammatical syllabus: present continuous (units 1-5), future tense (units 6-9), present tense (units 10-13), past tense (units 14-18), past continuous (units 19-20) and tense contrast (units 21-22).

Since writing a low-level listening comprehension text with authentic language samples is an extraordinarily arduous task and is, as yet, controversial to some extent, I have no particular problem with a grammatical approach. I do, however, have some trouble with the tense choices and what seems to be an unnatural preponderance of the one selected tense throughout the given story for each unit.

ESL teachers often complain that students write a whole composition in one tense. Could it be that we have unwittingly taught them to do just that by having them read or listen over and over again to stories or dialogues, like 22 of these 24, written in basically one tense for some other ostensibly pedagogical purpose.

All of the stories in this book are not as awkward-sounding as I have portrayed them, but I feel very uncomfortable, in principle, with this approach.

Methodologically, I think this text has a lot to offer. And, alas, sometimes method can outweigh reservations with content. This author appears to have several very sound underlying methodological assumptions: 1) repetition is crucial for this level, 2) each repetition needs a different specific purpose, 3) discrete (vs. holistic) listening tasks are the most valuable kinds for this level to do, 4) vocabulary enhancement exercises are necessary in order to make the listening comprehensible, and 5) the integration of skills (speaking, writing) can enhance listening comprehension.

Each chapter is divided into two sections: Listening Comprehension and Listening Discrimination. Listening Comprehension consists of an introductory picture (11 photographs; 11 sketches) with a few discussion questions related to the topic, two vocabulary exercises (8 words) which prepare the student for the listening, three separate listenings (each with a different purpose and task: e.g., general recall, ordering events in a sequence, T/F). Following these, the final exercise is a short series of comprehension questions for which students circle the correct answers. In the Listening Discrimination section, students listen and choose, listen and write the verbs they hear, and finally, listen to ten sentences to determine which ones use the correct form of the verb and which do not. Once again, here, I was a little disturbed at the idea of students listening over and over again to intentional errors even though eventually they would be alerted to which answers were right or wrong. Since we do not know much about the effect of repeated ungrammatical input by native speakers on L2 learners, and since there are at least some opinions questioning its pedagogical use, I would have some hesitation about using this exercise in a listening context.

The final exercise of each chapter is a cloze version of the tapescript. These texts have an average of about 18% of the words missing. The words are, as you might have guessed, all verbs of the tense highlighted in each unit. In this final exercise, it might have been nice to have had a greater variety of words selected for deletion: some verbs, some of the new vocabulary, and some other miscellaneous words for interest and expansion. On the whole, the exercises in both sections involve discrete listening tasks. Because of this, teachers may feel the need to supplement the units with some holistic listening activities to bring more balance into the classroom experience.

The audio cassettes that accompany the text are clear. A male and female voice alternate for each unit. It's difficult to make material sound like natural discourse when it has been written to read, but they do as well as can be expected. I have not seen an answer key or teachers' manual, though one would hardly be necessary.

In spite of whatever weaknesses I may have raised here, I do feel that the book adds another interesting and useful dimension to the scant supply of low-level listening materials on the market today. In addition, with its methodological strengths, I believe, in tandem with other listening activities, it will prove very useful to many teachers. Because of its heavy concentration on these basic verb forms, I think the book might have more aptly been called: *Now Hear These Verbs!*

About the reviewer: Peggy J. Anderson is the associate director of the Intensive English Language Center at Wichita State University in Wichita, Kansas. She is primarily responsible for curricular decisions and teacher training at the center.

BOOK REVIEWS

Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

CORRECTION

In the August issue of ***TN***, *Focus on the Learner (Report of the British Council 1983 Bologna Conference)* was reported to be available from the British Council. This is not the case. It is available from Alemany Press, 2501 Industrial Pathway West, Hayward, California 94545, U.S.A. Use toll free telephone number when ordering: (800) 277-2375. It is also available from the publisher, Modern English Publications, Ltd., P.O. Box 129, Oxford 0X2 8JU, England.

Say Hello to Hi!

- is new—different—effective!
- is for elementary school children learning English in the U.S.
- focuses on survival skills for children—the English they need *now!*
- provides an abundance of reinforcement activities, and practice in reading and writing skills.
- is fun to teach with and learn from.
- is inexpensive!

Hi!

Based on the latest research in second language acquisition, this program helps children achieve swift *listening competence* as a foundation for *all other* language skills.

For your free examination copy, please write to:

Minerva Books, Ltd.
137 West 14th Street
New York, NY 10011

IMAGES

Continued from page 11

point. Is the narrator supposed to be a Puerto Rican? Is he/she perhaps a North American living in Puerto Rico? The same essay (called "The Eve of Saint John the Baptist") tells us that ". . . thousands and thousands of Puerto Ricans gather on our beautiful beaches very early in the afternoon to wait for the famous midnight dip." Shouldn't that be "*their* beaches?" Or else "thousands of *us*"?

Far more serious, however, than either the fuzzy viewpoint or the political implications is the poor quality of the writing. The brief introduction claims that the "grammatical structures and syntax are intentionally simple to aid comprehension and instill a feeling of self-confidence." But I would not object to simplicity. What I object to is incorrect references, lack of parallel structure, and generally awkward and archaic phraseology. A few examples will make my objections clear:

> (1) One essay opens "The Ponce Art Museum represents one of the major cultural accomplishments of our history." (A people can accomplish something, but not a history.)
>
> (2) "The Written Stone" essay claims that "There is a small town in the center of the island where many traces of our ancestors have become an outstanding feature." (Can traces be a feature? Assuming they can, are we agreeing in number?)
>
> (3) "The next morning, if they pick up the peeled piece [of garlic], their future husbands will be rich; otherwise, they will have poor partners." The sentence is lacking parallel structure and using questionable punctuation.

Accompanying each reading passage are four follow-up exercises. Unfortunately, the format is exactly the same throughout: A. Vocabulary, B. Word Study (fill-ins), C. Reading Comprehension (true or false statements), and D. Questions for Discussion.

Probably the worst section is Vocabulary. No parts of speech are given, nor are the words alphabetized. Instead, they seem to follow their order of appearance in the essays (which would be acceptable had the original entry been footnoted). And the choice of vocabulary selected for these intermediate students of English is truly astonishing. The second vocabulary word in the first essay is "tutelary," which is not only defined but reinforced in the first "word study" exercise: "Lar, a ________ god, was part of every home in ancient Rome." We also have "battery," defined as "a group of soldiers or the place where they stand guard" in the essay on El Morro, and "practicum" in the final essay, defined as "special practice." The sentence was about education majors "who do their teaching practicum at the Center." (Why not use "practice teaching"? You may well ask.)

In the 1980s, when the classroom emphasis has finally shifted to informal, practical, conversational English, this text stands out as a painful anachronism. The style throughout is a cross between badly-written encyclopedic entries and gushy travel brochures. While I applaud the intent to write a good ESL text about the island for Puerto Rican students of English, this one clearly isn't it. Indeed, I find it hard to believe the text was refereed. One clearly must not become so caught up in nationalistic pride that one endorses a text both badly written and poorly conceived. Our students deserve far better.

About the reviewer: Barbara Levy is an associate professor of English at the University of Puerto Rico, Rio Piedras, and has been a teaching fellow at Harvard University in the ESL Summer Program for the past three years.

THE ENGLISH-SPANISH CONNECTION

by Eleanor Wall Thonis, 1983. Santillana Publishing Company, 257 Union St., Northvale, New Jersey 07647 (xvi + 300 pp., $12.95).

Reviewed by Michele Hewlett-Gómez
University of Texas at Austin

"Excellence in the receptive and expressive skills of English must be the ultimate goal of any educational program designed for Hispanic students" is the theme of Eleanor Thonis' book, *The English-Spanish Connection*. To capture the reader's interest, Thonis chose a colorful title which alludes to a double meaning in the relationship of English and Spanish. Here double meaning refers to expanding and connecting through instruction the student's awareness of the two languages' similarities and differences. Thus, Thonis subtly introduces the reader to a controversial topic, achieving her initial goal of proposing that teachers reconsider how children best learn a second language without cost to their biliteracy or bilingualism. Using both first and second language learning theory and research, the author further demonstrates how students' achievement in English and the content areas can rest on a strong base in Spanish.

Each chapter sequentially helps a teacher to organize and implement a reading program beginning with Spanish instruction in the student's first language, followed by the transfer of acquired skills to English. In addition, each chapter concludes with a caveat that alerts readers to the potential problems and pitfalls in the transfer process. For example, Chapter Nine's caveat suggests that (1) one cannot guarantee transfer of learning without proper teaching and guidance and (2) that in working transfer into a total curriculum, enthusiasm and confidence can only begin to ensure transfer for most students. Appropriate timing is also essential. Such caveats can help eliminate potential roadblocks to successful programs and also begin to meet the unique needs of individual students.

The topics of each chapter focus on using Spanish as the base to develop literacy skills in reading. For instance, Chapters One and Two offer readiness skills for preliterate and/or illiterate students. Chapters three through Six focus on basic decoding, comprehension, writing and content skills. Transfer skills and methods are re-emphasized in Chapters Seven through Nine. The concluding chapter reinforces the central theme of excellence in English by emphasizing the importance of truly bilingual, biliterate, and bicultural students as a resource in our society.

As I read *The English-Spanish Connection*, Thonis' clarity and practicality in designing a logical and sequential book on language and reading transfer for language learners helped me gain a clearer perspective on this controversial topic. It will surely appeal to teachers. In addition, the inclusion of caveats keeps the reader mindful of students' geographical and individual differences in the classroom. Finally, Thonis' expertise in distilling the literature for educators challenges us to consider Spanish for those of Hispanic origin as a route toward excellence in English.

About the reviewer: Michele Hewlett-Gómez is a Ph.D. candidate at the University of Texas, Austin.

STUDIES IN SECOND LANGUAGE ACQUISITION

Studies in Second Language Acquisition, edited by Albert Valdman, is a journal of international scope, devoted to problems and issues in second language acquisition and foreign language learning. Each volume will contain three issues, one of which is devoted to a single theme or topic. The other two issues will contain theoretically oriented papers, reports of empirical research or discussions with broad pedagogical implications, research notes, and review articles.

Future thematic issues will focus on second language learning in the classroom, world languages, language acquisition and early bilingualism, and second language acquisition research in French-speaking countries. The journal will be published tri-annually by Cambridge as of 1985.

Subscription rates are: $45 for institutions, $25 for individual subscriptions (for personal use), $20 for individual members of TESOL. For further information contact: Harry Florentine, Circulation Manager, Cambridge University Press, 32 East 57th Street, New York, NY 10022.

ACTIVITY PACK ELEMENTARY

Continued from page 11

opportunity here to flesh out the news items, and even our lowest level pupils have fun adding their own twists, such as the escaped lion roaming the Tel Aviv University campus.

In addition to the two activities described above, there are also "Who's Who?"—an interview task; "Island"—a decision game which provides practice in asking and giving directions by charting a map of a deserted island; "Bargain Hunting"—a simulation of a Christmas shopping expedition which must be accomplished on a tight budget through comparison shopping; and "Night Out" in which a quartet of friends with widely divergent tastes in entertainment must plan for a big night on the town in London.

Teachers who are reluctant to use British materials should note that there are an absolute minimum of "Britishisms" involved, and the setting of London in "Night Out" requires no prior knowledge of the city.

Activity Pack Elementary comes with a teacher's guide which explains how to set up each activity, and also includes suggestions for further expansion of the material. The authors grant teachers their permission to photocopy the worksheets which students must write on. Although the activities are printed on cards, they are a bit flimsy to work with. We found that gluing them to heavy cardboard and then laminating them will ensure the activities a long life of provoking instructive and entertaining communication in the classroom.

About the reviewer: Paula Kezwer is an EFL instructor at Tel Aviv University, Ramat Aviv, Israel. Her duties include teaching academic reading skills to university students and teaching in a special university-sponsored program for high school students.

© 1984 ALA

American Language Academy

THE LEADER IN COMPUTER-ASSISTED ESL INSTRUCTION

- + 150 microcomputers
- + ALA ESL programs nationwide
- + CAI at all proficiency levels
- + Extensive ESL CAI software available
- + Computer literacy for ESL students

CLEAR LEADERSHIP AND COMMITMENT TO EXCELLENCE

Executive Offices
American Language Academy
Suite 200
11426 Rockville Pike
Rockville, Maryland 20852

Telephone: (301) 984-3400
Telex: 248 777 ALA UR
Cable: Amerexec, Washington, DC
Fax (G III): (301) 984-8424

ESL Courseware as Individualized as Your Students' Needs

- *Grammar*
- *Vocabulary*
- *Lesson Writing*
- *Idioms*
- *Word Games*

The Regents/ALA Company has courseware for teaching and learning all of these with an Apple computer. An interactive, dynamic design makes language learning interesting. Fun. And attuned to the individual needs of your students.

You see, no two students get exactly the same lesson with Regents/ALA courseware. Because no two students are exactly alike.

For more information, call toll free: 1-800-822-8202

THE REGENTS/ALA COMPANY

Two Park Avenue, New York, NY, 10016 U.S.A. Telex: 14-8374

The Regents/ALA Company is not affiliated with the Board of Regents of the State of New York or any other state

ON LINE

Edited by Richard Schreck
Heidelberg College

In this article, Armando Baltra describes how a computer adventure game can be adapted for CALL. This type of application gives an added dimension to CALL and suggests areas for further CALL courseware development. ***R.S.***

An EFL Classroom in a Mystery House

Armando Baltra
CEL-LEP, Sao Paulo, Brazil

Computer adventure games can be particularly effective in the EFL/ESL classroom. First, they are inherently attractive to the learner. Second, they can deal with situations which could not otherwise be easily presented within the school environment (Biggie, 1984). Third, they offer the EFL teacher a lively way of encouraging group dynamics since they involve discovery procedures of a problem-solving nature. These simulations were not originally designed to teach language, but they create interesting circumstances where language learning can take place.

Nowadays there are some adventure games commercially available which seem to be excellent for group activity, since the nature of the task involves joint efforts on the students' part to establish objectives, discuss strategies, make maps, keep records, consult dictionaries, and use imagination. For instance, we have successfully used *Mystery House* (Williams, 1980) in Brazil with intermediate and advanced students of English. The stated objective of this game is to explore a large abandoned Victorian house in order to find some hidden jewels and discover the murderer of six people. By entering appropriate commands the player can freely move around the various rooms, which are full of traps and unexpected events.

Mystery House lends itself better to the EFL situation than some of the other commercially available adventure games because students in general have a good concept of what a house looks like and what to find in it. This may not be true of dungeons, castles, forests, and caves, the type of setting commonly found in other adventure games. In addition, the vocabulary range required to play the game (*hammer, ladder, candle, picture,* etc.) is well within the most frequent English words. This is certainly not the case with other games where a knowledge of words like *potion, stealth, necromancy, lair,* and *conjurer* is a must. Also, the drawings in *Mystery House* are simple but good enough to make the point of the game. Below the drawings, a simple written text appears and this brings a reading component to the EFL activity. Some of the popular adventure games do not include graphics, and the texts can be so complex that they generate frustration in foreign students. Finally, *Mystery House* has a very limited number of vocabulary items and commands which the program will accept. We turn this caveat into a plus by asking students to discover and list these items.

On Line presents articles by language teachers and linguists working with computers and attempts to focus on issues raised by its readers. Column articles, responses to articles, and requests for articles on specific topics are welcomed and should be sent to: Richard Schreck, Heidelberg English Language Institute, Heidelberg College, Tiffin, Ohio 44883.

The following is a description of the procedures we have used with groups of nine or ten students. Students are assigned to three different computers. Groups A, B, and C are told to explore downstairs, upstairs, and outside the house respectively, and to make extensive notes of their findings. After 5 minutes or so of play, "it gets dark" in the house (drawings on the screen disappear). When the three groups get to this situation, the teacher encourages them to exchange information and to note down what has been found in the various parts of the house while "it was still daylight."

This is a good instance of the computer not in a teaching role but creating unique simulations which can provide genuine opportunities for developing fluency in L2. The students must listen carefully to their peers and make extensive notes, since they know that they will be shortly needing this information to play the game. This is also a good example of practical application of the information gap theory as each group has data which the other groups need. As students, we learn better when we feel a genuine need, and group activities with adventure games can no doubt contribute to the need to obtain and give information in a foreign or second language.

After the students have exchanged information about the house, the teacher guides them to establish a clear objective before starting the game once again, for example, "Find a source of light in the house." With some groups, this is enough for them to remember having seen a candle on the dining room table. "Where would you most logically find matches in a house?" the teacher may ask, if necessary, to guide them to the kitchen cabinet.

Once the light problem has been solved, the students are free to choose different courses of action. We have prepared different types of maps of the house (some of them to be completed, others to be corrected, etc.) which are given to the groups depending on their ability to play the game. The teachers, who have already studied the game carefully and know the various traps around the house, use their knowledge to encourage further discussion and decision-making activities. At this point, we often exchange group members since this encourages further discussion: new members will report their findings and will ask about the activities of the group they have just joined.

Although *Mystery House* is a comparatively simple computer adventure game, it is still more complex than necessary for the EFL situation: it can take hours to solve and can easily lead into frustrating dead ends. Given that in our situation each computer session cannot be longer than 50 minutes, we have partially solved this problem by: 1) devising short-term objectives which can be accomplished in one session; 2) preparing a set of clues which are sparingly given to the group to avoid frustration and to maintain oral exchange of information.

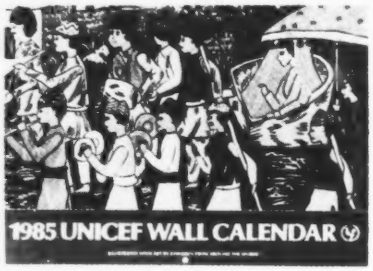
Adventure games are potentially excellent tools for language interaction. But this does not mean that we are currently working with the ideal sort of software. The EFL student needs training in other types of adventures. Getting around in an airport, ordering a meal in a restaurant, finding one's way in a department store, and carrying out a monetary transaction in a bank, to mention some, are activities which truly qualify as adventures for the newcomer in an English-speaking country. To the best of my knowledge, this type of adventure game is not yet available.

REFERENCES

Biggie, Louis (1984) *TESOL Newsletter*, Volume XVIII, number 3.

Williams, Ken and Robert Wiliams (1980) *Mystery House*, On-Line Systems.

About the author: Armando Baltra is Coordinator of the Computer Learning Center at the Centro Electronico de Linguas (CEL-LEP), and Assistant Professor in the Department of English at the Catholic University of Sao Paulo, Brazil.



UNICEF'S CHILDREN
INVITE YOU TO . . .

Celebrate International Youth Year with the colorful new 1985 UNICEF Wall Calendar, featuring a dazzling array of children's art from 13 countries.

The calendar is published by the U.S. Committee for UNICEF and focuses on the activities, achievements and aspirations of young people the world over. Lively illustrations depict children working, playing and celebrating—with family and friends—in cities, towns and in the countryside. The calendar also lists hundreds of national, religious and family celebrations from around the world and includes detailed descriptions of 16 holidays highlighting the interest and participation of youth.

Proceeds from the sale of this calendar support UNICEF-assisted programs in more than 100 countries, promoting UNICEF's bold new global campaign for child survival. Through their contributions, these young artists provide a graphic demonstration of UNICEF's approach to International Youth Year: "Youth in Service to Children."

The 1985 UNICEF Wall Calendar is $3.50 plus $1.00 for postage and handling. To place your order, please send your check to: Wall Calendar, Information Center on Children's Cultures, U.S. Committee for UNICEF, 331 East 38 Street, New York, NY 10016, U.S.A. (Allow four weeks for delivery.)

THE BRITISH COUNCIL CELEBRATES 50th ANNIVERSARY

The British Council and English Teaching: Talking the Same Language

*In 1984 the British Council celebrated its fiftieth anniversary of founding. While this unique organization is engaged the world over in numerous projects ranging from the arts and education to technical advisement and development, it is in the teaching of English that we share a special interest. When **TN** asked the British Council for information about this aspect of its work, we received the following account.* ***—Editor***

A long queue of Spaniards camping out in the Calle Almagro in Madrid does not mean that the summer sales are on—it is a sign that the British Council English Teaching Centre is about to start enrollment for its classes, and it is worth a 36-hour wait to ensure a place. The Council has 40 centres in 30 countries in Europe, Asia, the Middle East and Latin America, with about 52,000 students at any one time—people who are keen to pay to learn English and who select the Council's own centres because of their high reputation.

This is just one of the ways in which the British Council helps to spread a better knowledge of English throughout the world. English is now the mother tongue of over 300 million people, the second language of millions more in Africa and Asia, and the acknowledged international language of science, technology, commerce and diplomacy. The demand is enormous and many British firms and educational institutions are involved in meeting it. In addition to its 40 teaching centres, the British Council also has English Language Officers working in many ofthe 81 countries where it has offices as well as English teaching specialists in London. From its Headquarters the Council organises a constant exchange of people (more than twice as many in English as in any other subject): visits from overseas, tours by British academics and teachers to overseas countries, scholarships, courses and summer schools, libraries and recruitment of English teachers to work abroad on contracts lasting several years. Exactly what kind of activity should go on is agreed between the Council and the country concerned.

In everything it does, the British Council aims to establish lasting relationships appropriate to the needs and interests of other countries. English languge teaching operations are often tailored to specific requirements. Workers at the Jeddah and Riyadh oil refineries in Saudi Arabia have been taught English by Council-recruited teachers. In Munich, the British Council's English Language Teaching Centre has taught airport and computer staff. In Singapore, the British Council has designed courses for all government teachers of science, mathematics and social studies to enable them to teach in English rather than in Chinese in accordance with a new government policy. Following Greece's example, Spanish civil servants are being taught English in preparation for entry into the EEC.

Although the Council's aims of promoting understanding and knowledge of Britain remains constant, the nature and funding of its work will differ in each of the 81 countries where it is represented. An oil-rich country like Saudi Arabia will pay for much of the assistance it receives, either directly from the Council or from some other British organisation with which the Council works. In Yemen, on the other hand, the team working on curriculum reform and the production of 'English for Yemen' textbooks is paid for by the British Government's Overseas Development Administration (ODA) as part of the Key English Language Teaching scheme. This takes British trainers all over the 'developing world' (a term which covers a wide range of wealth and development from Bangladesh to Brazil) to jobs which involve not just teaching, but training teachers, revising syllabuses and writing textbooks, thus having a much wider effect, and leaving behind them at the end of four or five years local staff ready to take over their roles.

In the Yemeni case, the materials produced with the help of the British team are being printed and distributed locally, but where it is appropriate the Council offers the opportunity to British publishers to tender for a textbook project. A number of well-known English language teaching textbook series have been developed through the collaboration of the Council, an overseas institution and a British publisher, such as Oxford University Press *Reading and Thinking* (developed in Colombia). Longman is

Continued on page 17

Oxford University Press and Children's Television Workshop present

OPEN SESAME English as a Second Language Series

BIG BIRD'S YELLOW BOOK

Featuring Jim Henson's Sesame Street Muppets

Oral Language Development Program

© Muppets, Inc. 1984

OPEN SESAME · Stage A
English as a Second Language Series
BIG BIRD'S YELLOW BOOK
OXFORD
SESAME STREET

Author: Jane Zion

Big Bird's Yellow Book, featuring the world-famous Sesame Street Muppets, is especially designed for children who are just learning to speak English. Lively songs, chants, stories, conversations, and games are all co-ordinated with pictures in the book.

Available: Student Book; spiral-bound Teacher's Book (with full-size, full-color interleaved Student Book pages); Activity Book or Duplicating Masters; Cassette; Picture Cards; Picture Dictionary

Coming Soon: Oscar's Bridge to Reading Book and Cookie Monster's Blue Book

This educational book was created in cooperation with the Children's Television Workshop, producers of "Sesame Street." Children do not have to watch the television show to benefit from this book. Workshop revenues from this book will be used to help support CTW educational projects.

Oxford University Press · English Language Teaching Department
200 Madison Avenue, New York, N.Y. 10016 · (212) 679-7300

BRITISH COUNCIL

Continued from page 16

to publish a new English course, Basic Oral Communication Skills and Basic Written Communication Skills, based on materials originally developed by the British Council in Iran, consisting of print and audio materials and overhead projector transparencies. Heinemann Educational Books are publishing a British Council English language teaching course in Italy. This pattern is being extended from books into materials using more recent technology, especially video which is set to become a standard teaching aid in the Council's own centres and in schools and colleges in many parts of the world. One new series, ***Video English*** began with materials for Council centres in Iran (no longer functioning) and is now being developed for world-wide use in collaboration with Macmillan. Another, the BBC Archives project, is being developed with the BBC's cooperation and will use snippets of familiar TV programmes for language learning. This is, of course, only one of the many examples of cooperation with the BBC, from the joint production of English teaching series to the sponsoring of a teacher/presenter for the BBC's course *Follow Me* on Chinese television, which led to Kate Flower, the presenter, becoming a national personality.

Such stardom is not, of course, the lot of most English teachers, but the demand for the celebrities of English literature, poets, novelists and other writers and critics, is also met by the Council. Salman Rushdie, best-selling author of ***Midnight's Children***, went back to India and Pakistan on a Council lecture tour last year. At the yearly Cambridge Seminar organized by the British Council, literary scholars from all over the world are invited to meet British writers and scholars and exchange views on contemporary British writing. Literature in English from other parts of the Commonwealth is not neglected; the Council, for example, gave financial support and publicity to the conference on 'New Writing in Africa' held in November by the Commonwealth Institute and the Africa Centre.

This two way process of cooperation and exchange is a recurring theme in the Council's work. When overseas students come to universities and colleges to study all kinds of subjects, it is obviously very important that they should have a good command of English to enable them to make progress. The Council runs an English Language Testing Service through its offices overseas, so that institutions have an objective assessment from which they can see whether a student needs language training before starting. It is equally important for students who want to attend a language school in Britain to have some assurance that the school meets certain basic standards. This is provided by the Council's Recognition Scheme.

What does the future promise? More of the same but with chips. One growth area in education as a whole is the use of computers and the Council is already working in CALL (Computer Assisted Language Learning). Six Council centres, Singapore, Abu Dhabi, Madrid, Barcelona, Hamburg and Hong Kong, are to be equipped with ACORN BBC computers. Other technical advances will continue to affect language teaching, but the British Council's essential role must surely remain that of an international bridge builder exploiting the happy historical accident which has made English the world's most wanted language.

Recent Donors to Marckwardt Fund

TESOL officers and staff wish to express deepest appreciation to the following persons who made contributions to the Albert H. Marckwardt Memorial Fund over the past year. Because of their generosity, six graduate students received partial financial support to attend the 18th annual convention in Houston in March 1984.

Roberta G. Abraham
Jane H. Alden
Kathleen M. Bailey
Leon Bard
Charley Blatchford
S. Briggs
Cheryl Brown
Thomas Buckingham Associates
Janet F. Carroll
Anna Uhl Chamot
Arlene Clachar
Anne M. Ediger
Dorothy P. Foster
Marcella Frank
Joan E. Friedenberg
Maureen M. Garry
Daniel Glicksburg
Else V. Hamayan
Elizabeth D. Harris
John Haskell
Susan Hess
Ann Hilferty
Mary Hines
Elliot and Kathryn Judd
Penelope Khounta
Darlene Larson
Penny Larson
Nancy Lay
Marcelle London
John M. Longfield
Albert Lynch
Jeanette D. Macero
Y. Mason
Barbara I. McKinley
Leah D. Miller
William E. Norris
Fay Pallen
A. E. Perkerson
Jessie F. Querry
Donna S. Rice
Delores Rick
Betty W. Robinett
Janet Ross
James W. Roth
Amy Faith Sarnoff
Tippy Schwabe
Thomas Scovel
Susan Taylor
Robert Thorn
Denise Ann Tiffany
Karen Tribble
Lillian Ortiz Valentin
Catherine Von Schon
Don R. Whitmore
Edward Wilson
R. E. Wineberg
Nancy M. Works
Grace Scott Wylie
Richard Yorkey

Report

Yemen Arab Republic's English Teachers Confer on Writing

Eastern Michigan University's Basic Education Development Project, the Yemen American Language Institute (USIS/USAID), and the British Council co-sponsored the 4th annual English Language Conference in Sana'a, Yemen Arab Republic on March 21st and 22nd, 1984. This year's theme was "writing" and its integration with other skills. Over 100 participants from virtually every English teaching program in the Yemen Arab Republic attended the two-day conference in Sana'a.

The participants were welcomed to the conference by the Deputy Minister of Education, His Excellency **Mr. Abdo-Rabo Garada.** His welcome was followed by presentations on the theme of writing by two guest speakers: **Delores Rick,** United States Information Agency English Teaching Consultant, and **Christopher Moore,** English Language Teaching Specialist, Heinemann's, U.K., based in Cairo.

During the two days, participants could choose to attend four of sixteen different practical presentations. Presenters were from Eastern Michigan University, the Yemen American Language Institute and the British Council, as well as Sana'a University, the National Institute of Public Administration, and the Yemen Armed Forces Language Institute (DLI).

The Ministry of Education Curriculum Development Team made a special presentation on the writing component in the text book series *English for Yemen*. The conference also featured a "speaker's corner," and a panel discussion on the conference theme and problems of English Language Teaching in the Yemen Arab Republic.

Both Heineman and Pergamon Press of the United Kingdom provided inspection copies of a number of their texts which were displayed at the conference and, subsequently, donated to the National Institute of Public Administration resource library. The sponsors would like to encourage additional publishers to participate in future conferences, since the majority of the English Language Teaching professionals in Yemen find it impossible to travel to international conferences and book fairs.

For information on next spring's conference, contact: David Van Hammen, ESL Coordinator, Office of International Programs, 308 Goodison Hall, Eastern Michigan University, Ypsilanti, Michigan 48197, U.S.A.

Marckwardt Award Recipients

Six graduate students in TESOL received financial help to attend this year's convention in Houston through the **Albert H. Marckwardt Memorial Fund** which is supported by donations from TESOL members. Their names are:

Eloise Ariza, Colorado State University
Ellen Eggers, Penn State University
Lisbeth England, University of Illinois
David Heuring, University of Hawaii
David Houston, Monterey Institute of International Studies
Lois (Precup) Meyer, University of California, Los Angeles

Lia Smith, University of San Francisco was also selected for an award, but was unable to attend due to illness.

Susan, daughter of powerful businessman Preston Wade, is caught in the struggle between her father and the tenants of Tudor Village. Does she help him or her boyfriend Jeff Ryan in the fight?

FIND OUT IN . . .

Jeff, son of Mary Ryan, thinks Preston Wade is responsible for his mother's dangerous accident in the basement of Tudor Village. Can he win back Susan's love and save his home and family from destruction?

FIND OUT IN . . .

Express English: Transitions

The intermediate course of a bold, new communicative series

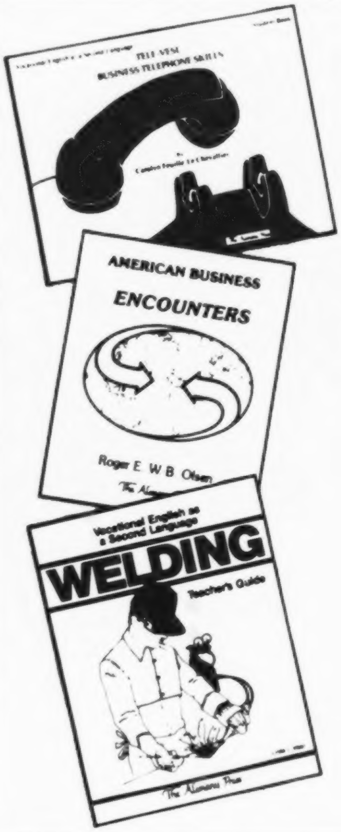
Linda A. Ferreira

TRANSITIONS meets the diverse language needs of adult ESL/EFL students at the intermediate level. This comprehensive program—composed of a student book, workbook, teacher's edition, and cassette—employs a communicative approach to language teaching that is anchored solidly in grammar practice. Within the framework of a soap-opera-style storyline, the series presents authentic materials generic to the day-to-day tasks, social roles, and life experiences of the learners. For intermediate-level students and "false beginners," TRANSITIONS provides an engaging educational experience.

To request an examination copy, please write Dept. 40201S

NEWBURY HOUSE
PUBLISHERS, INC.
54 Warehouse Lane
Rowley, Massachusetts 01969

Order Department: 1-800-343-1240
In Massachusetts, call: (617) 948-2840
Main Office. (617) 948-2704



Now available from Alemany Press

Exciting New VESL Materials

BUSINESS TELEPHONE SKILLS—Beneficial in conjunction with any business course to help ESL students learn American telephone language practices and develop the skills of effective business telephone usage. Accompanied by a teacher's guide and a cassette containing sample telephone conversations. Sampleset (1 student book, 1 teacher's guide and 1 cassette) $24.95.*

WELDING—Covers the minimum vocabulary and conversation necessary for a combination welder to succeed in an entry level job. Designed for an ESL class taken in conjunction with, or supplemental to, a vocational welding class. Student book contains oral and written exercises focusing upon basic welding language. Teacher's guide includes 27 lesson plans, procedures, a glossary and flash card masters. Sampleset (1 student book and 1 teacher's guide with flashcards) $19.95.*

AMERICAN BUSINESS ENCOUNTERS—Helps ESL students learn important aspects of business in the U.S. by examining and discussing frequent situations that owners here experience in relations with customers, suppliers and employees. By identifying the best possible solution and discussing their choice, students become conversant in both the culture and language of American business, $4.95.*

*Shipping additional.

TO ORDER
CALL TOLL-FREE
800-227-2375
CA, AK, HI Call Collect
(415) 887-7070

Alemany Press
2501 Industrial Pkwy., W., Dept. TEJ
Hayward, CA 94545

Improving Bilingual Education Exit Criteria and Mainstreaming Programs

by **Janice I. Solkov-Brecher**
Centennial School District
Warminster, Pennsylvania

Educators dispute the point at which students, in order to achieve successfully, should exit from bilingual programs and enter the English-speaking mainstream classroom. Some bilingual programs have determined exit criteria for transitions from bilingual classes according to English language proficiency achievement level cut-off points, while others have established a maximum time limit for placement in a bilingual program. Research results seem to indicate that, rather than simple achievement or time criteria, many factors need to be taken into consideration in order to determine appropriate exit criteria which will lead to satisfactory academic growth in the English-speaking mainstream classroom. This article considers some of these important issues and presents some suggestions for sound exit criteria development.

1. **Avoid an arbitrary maximum time limit for placement in a bilingual education program.** We can look at New Jersey as an example of this time limitation. To attend to the special needs of its limited English proficient (LEP) students, in 1974 the New Jersey Legislature passed the *Bilingual Act* for the state. It specifies that there is a three year maximum time limit on a student's placement in the transitional bilingual program, after which time the child should exit from the program and be mainstreamed into an English-only class. As it is stated in the law, "The major goal of the bilingual education program is to facilitate the integration of these children into the regular school program within three years." (*New Jersey Bilingual Act* 1974:1) However, some New Jersey educators doubt that a simple time cut-off point is sufficient to recommend mainstream placement for bilingual students.

Improving Bilingual Education Exit Criteria and Mainstreaming Programs is reprinted with permission from *The Clearing House*, Volume 57, Number 9, April 1984. —Editor

SAINT MICHAEL'S COLLEGE
Winooski, Vermont 05404

MASTER'S IN TESL
36 credits

ADVANCED TESL Certificate Program
18 credits

INSTITUTE IN TESL
— summers only —
9 graduate credits

INTENSIVE ENGLISH TRAINING PROGRAM
Intensive English courses for foreign students
conducted on a year-round basis

St. Michael's also offers Master's degrees in
Education, Theology, Administration and Clinical Psychology
Also available M.Ed. with concentrations in
TESL, Special Education, Administration, Curriculum,
Reading and Computer Education

write: Director
TESL Programs
Box 11
St. Michael's College
Winooski, Vermont 05404
U.S.A.

New Jersey's maximum time limit of three years in a bilingual program is not advisable according to Cummins's threshold hypothesis. Research findings on the threshold levels of bilingual proficiency suggest that it may take five to seven years of bilingual education for the non-native English speaker to attain successful academic norms of native English speakers. (Cummins 1981:34) My own study (1982) shows that sixth grade bilingual mainstreamed students in Camden, New Jersey were functioning at a level only slightly higher than minimally passing Anglo peers. This suggests that the three year maximum time limit in New Jersey may be inappropriate and may, in fact, do damage to the cognitive organization and growth of second language learners.

2. **Use a CALP (cognitive academic language proficiency) test rather than a BICS (basic interpersonal communicative skills) test as an instrument to measure language proficiency for exit readiness.** It should be realized that different forms of language are needed in order to function in various settings. Cummins refers to the dimension which is related to literacy skills as cognitive/academic language proficiency (CALP). This refers to the language used in the classroom. He labels the language used in interpersonal situations, such as everyday conversation, as basic interpersonal communicative skills (BICS). Students have a greater opportunity to practice second language BICS with friends and classmates than to practice second language CALP, which is usually used only in the classroom. It follows then that second language BICS tend to develop more quickly and to a greater extent than second language CALP. However, a high level of second language BICS does not mean a high level of second language CALP. For example, students who can easily handle casual conversations do not necessarily have the same easy time with the academic-related language of the classroom.

Therefore, tests which assess native language and second language BICS have little predictive validity for the classroom since academic progress is largely dependent on CALP skills. (Cummins 1980:35) Presently, for example, schools in Camden, New Jersey use the Camden Language Proficiency Test (CLPT) as the measure for determining English language proficiency, and administrators utilize cut-off points to indicate readiness to enter the mainstream. An examination of the CLPT shows that it is mostly a measure of BICS. Therefore, it is not a reliable measure for exit criteria for an academic program. In conclusion, a test which measures second language CALP skills rather than second language BICS should be administered as part of bilingual education exit criteria.

3. **Use a model similar to California's multicriteria reclassification system for exit criteria development.** Exit criteria development is a complex issue which should include input from different sources. A single set of criteria or a formula approach to setting standards for exiting bilingual students is not appropriate. Objective data should be combined with input from the principal, bilingual teacher, mainstream classroom teacher, and state and local regulations.

California is unique in its systematic approach to determining exit criteria by integrating students' language proficiency and their academic achievement. Its exit criteria guidelines include:

a) a multicriteria systems model
  - normed-referenced achievement tests, including tests of language arts, reading, and mathematical skills
  - subject or curriculum mastery
  - oral language proficiency assessment
  - teacher rating
  - parental opinion and consultation
  - writing samples assessing skills appropriate to age and grade level

b) appraisal teams including input from various sources
  - administrators
  - teachers
  - parents
  - students

c) reference groups of Anglo peers and expectancy bands around the average scores.

d) follow-up evaluations after one month and six months in the mainstream. (Archuleta and Cervantes 1979:10-11)

The specific criteria could be developed by the state or by the individual district if it is found that there are large discrepancies in achievement scores among districts. However, uniformity can be assured by having the state set upper and lower limits of the sixty-fourth and thirty-sixth percentiles for achievement test scores (which are the limits California uses) or whatever figures are deemed appropriate for a district's expectancy band.

4. **Provide an interim learning setting to accommodate those students in need during their transition from the bilingual education program to the English-only mainstream classroom.** Even after students have been mainstreamed, some limitations with English competence may still exist. To deal with these problems a district may want to place the student, for the first year in the mainstream, in an interim type classroom setting with a mainstream teacher who has had special training in the problems of mainstreamed bilingual students. (Dulay and Burt 1980:16) In larger districts there might be one such setting at each grade level in each school to accommodate those recently mainstreamed bilingual students and to integrate them with native English-speaking students who might benefit from the special characteristics of this classroom setting.

This learning situation would reflect certain modifications of the mainstream English-only classroom. It would promote English language skills by the use of special methodologies, such as those used in teaching English as a second language, English as a second dialect, and remedial English, and it would also include the use of more visual aids in the instruction of all subject areas. Positive views and expectations of these teachers toward their newly mainstreamed students could be expected to help foster positive academic self-concepts among the mainstreamed bilingual students, and this should result in improved performance.

Continued on next page

Bilingual Education

Continued from page 19

The remaining recommendations, which concern soliciting help from the home environment, may foster a faster exit from bilingual programs by providing a positive influence on the students.

5. **Encourage parents to engage in learning activities with their children.** Researchers have stressed the importance of experiences during the first years of life for the development of competence in the school setting. Most of the language learning process occurs between the ages of two and five. My research supports the important influence of the home environment on achievement and intelligence. For example, in my 1982 study, the students with the highest academic gains came from home environments where mothers regularly read to their children and had their children read to them.

Some recommended activities which can be suggested for parents and children of various ages to do together to stimulate language growth include:

- read and discuss newspaper or magazine articles
- use the dictionary and encyclopedia at home
- go to the library to borrow and read books
- recommend, watch, and discuss especially beneficial TV programs
- discuss what happened at school that day
- take walks and talk about the surroundings

6. **Keep parents of mainstreamed students involved in school activities by sending home translated notices and report cards.** In some school districts bilingual students, once mainstreamed, bring home report cards in English to their non-English-speaking parents. Of course, this effectively limits the amount of parental knowledge of the students' successes and failures in school. It is no wonder, then, that so many of the parents do not have any knowledge of their children's best or worst subjects.

Although the students have been exited from the bilingual program, the parents continue to function in their native language. A report card printed in the child's first language, as well as the translation of all other notices sent home to the parents of mainstreamed students, would certainly be one way to increase parental awareness of student academic programs and increase the involvement of the home in students' academic achievement.

It is, of course, good educational practice to do a careful assessment of students' abilities. In terms of exit criteria for bilingual programs, there are also legal reqirements that bilingual students' abilities be assessed before they are placed in the mainstream. However, the issue of developing exit criteria is a complex one which requires consideration of many factors, and there appears to be no one formula for developing optimal criteria.

Beginning in the home, bilingual students from families where the members do academic-related activities together may expect faster exits from bilingual programs. Bilingual students can also anticipate greater academic gains in the English-only mainstream classroom in school districts with exit criteria which allow the appropriate time and opportunities for students to develop English proficiency in cognitive areas.

REFERENCES

Archuleta, Katherine and Robert A. Cervantes. August 1979. *Bilingual Reclassification Report of the State Bilingual Reclassification Committee.* California State Department of Education, Office of Bilingual Bicultural Education.

Cummins, J. 1981. Four Misconceptions about Language Proficiency in Bilingual Education. *NABE Journal* 5(3):31-45.

Cummins, J. 1980. The Entry and Exit Fallacy in Bilingual Education. *NABE Journal* 4(3):25-59.

Dulay, H. and M. Burt. 1980. The Relative Proficiency of Limited English Proficient Students. *NABE Journal* 4(3):1-23.

New Jersey Bilingual Act, 1974.

Solkov, Janice I. 1982. *An Exploration into the Development of Exit Criteria for Mainstreamed Sixth Grade Low Income Bilingual Students.* Ed.D dissertation, Temple University.

About the author: Janice Solkov-Brecher is an ESL/bilingual education teacher in the Centennial School District in Warminster, Pennsylvania. She also provides consultant services to various local school districts.

Composition Texts from the ESL Specialists

Write Now!— Linda Markstein

Everyday Writing Tasks—*Intermediate Level*

Now av'ilable! **Everyday Writing Tasks**—*Intermediate Level* is one of the three books in Regents new, skill-oriented composition series. Students learn to write and accept invitations, arrange meeting times, give directions, and perform other everyday, real-life tasks.

Everyday Writing Tasks—*Beginning Level* and **Basic Business Writing**—*Intermediate Level* to be available in 1985.

Picture Stories for Beginning Composition— Sandra Heyer

A solid, grammatically oriented composition text for beginning ESL/EFL learners. An ideal way to teach and reinforce composition skills and grammatical awareness. Pictures and cue words guide students as they write a story in their own words!

To find out more about these and other quality ESL materials, call toll-free or contact your nearest Regents representative.

800/822-8202 NY residents call (212) 889-2780.

REGENTS PUBLISHING COMPANY, INC.

TWO PARK AVE.
NEW YORK, N.Y. 10016

Take a Bite . . .

Continued from page 1

restaurants. Additional information regarding restaurants will be available in the *New York City Guide.*

New York City offers a plethora of places to shop for everything from T-shirts to formal wear. In midtown Manhattan (34th to 59th Streets) you will find a wide range of moderately-priced items in department stores such as Macy's, Gimbel's and Bloomingdale's. On Fifth Avenue Saks, Lord & Taylor and B. Altman offer quality items at higher prices. For more unique, one-of-a-kind items, drop into the myriad boutiques that dot the city, especially in Greenwich Village, Soho and Tribeca.

April weather in New York is very changeable. Temperatures range anywhere from 30°F to 70°F; therefore, it is wise to layer clothing to accommodate the changes in temperature. An umbrella and boots will also come in handy during that time of year. Daytime dress is as you like it. Evening attire may range from divinely chic to casual. Definitely let individual comfort and taste be your guide.

Manhattan is accessible by public transportation, limousine service, taxi and helicopter. For your traveling ease, information regarding travel from the three major airports is outlined to the right. Please note, if you are traveling by taxi, you are responsible for all bridge and tunnel tolls. The taxi driver will ask you either to pay at the toll booth or will add it to your fare when you reach your destination. Tipping is expected and should be a minimum of 10 percent.

On a safety note, remember to make sure your belongings are secure at all times. Don't leave handbags and personal belongings unattended no matter where you happen to be.

For your additional pleasure and official welcome to TESOL '85, there will be a reception following the first plenary on Tuesday night of the conference. Some very special entertainment is planned for that evening, so please plan to attend.

We wish you a safe, speedy trip and look forward to seeing you at TESOL '85 ready to begin a week of professional exchange and personal sharing. TESOL '85 promises to make your stay an enjoyable, memorable "New York" experience!

About the author: **Carolyn Sterling is an instructor of ESL at LaGuardia Community College of the City University of New York.**

Transportation from the Three Major Airports

From Kennedy International Airport:

Express Bus (Carey Coach) from 5:15 a.m. to midnight to Park Avenue & 41st Street; $7 one-way; travel time 45-60 min. (212) 632-0500.

JFK Express (Subway) from 5:50 a.m. to 12:50 a.m. to Sixth Avenue & 57th Street; $6; travel time 50-60 min. (212) 878-7439.

Limousine (Fugazy) 9:00 a.m. to 9.00 p.m. door-to-door; $10; travel time 45-60 min. (212) 507-1946.

(Abbey's Transportation) to Mid-Manhattan hotels 6:30 a.m. to 11:00 p.m.; $10; travel time 45-60 min. (212) 361-9092.

Taxi 24 hours a day door-to-door; $24-$30 (maximum) plus tolls; travel time 30-50 min. *Caution:* Take only yellow (medallion) taxis from specified taxi stops.

Helicopter (New York Helicopter) from 6:25 a.m. to 9:30 p.m. Sunday to Friday to East 34th Street Heliport (6:25 a.m. to 8:30 p.m. Saturdays); $44; travel time 10-19 min. 1-(800) 645-3494.

From LaGuardia Airport:

Express Bus (Carey Coach) from 6:50 a.m. to 12:35 a.m. to Park Avenue & 41 Street; $5 one way/$8 RT; travel time 30-55 min. (212) 632-0500.

Limousine (Fugazy) see above; travel time 35-55 min.; $7.

(Abbey's Transportation) see above; travel time 35-55 min.; $7.

Taxi 24 hours a day door to door; $13 plus tolls; travel time 20-40 min.

Helicopter (New York Helicopter) from 7:13 a.m. to 9:43 p.m. Sunday to Friday; 7:13 a.m. to 8:43 p.m. Saturdays; $44; travel time 6 min. 1-(800) 645-3494.

From Newark Airport:

Express Bus (New Jersey Transit) from 5:00 a.m. to 1:00 a.m. to Port Authority Bus Terminal 8th Avenue & 41st Street; $4; travel time 30-40 min. (201) 762-5100.

Limousine (Abbey's Minibus Service) from 8:00 a.m. to midnight to mid-Manhattan hotels; $11; travel time 30-40 min. (212) 361-9092.

Taxi 24-hour-a-day door-to-door; $25-$38 plus tolls; travel time 30-40 min.

Helicopter (New York Helicopter) from 6:55 a.m. to 9:10 p.m. daily to East 34th Street Heliport; $54; travel time 10-15 min. 1-(800) 645-3494.

The Hilton Hotel is on Sixth Avenue between 53rd and 54th Streets.

TESOL '85 New York

Teachers of English to Speakers of Other Languages,

an international professional organization for those concerned with the teaching of English as a second or foreign language, of standard English as a second dialect, and bilingual education and with research into language acquisition, language theory, and language teaching pedagogy, invites you to participate in its

nineteenth annual convention

to take place at the New York Hilton,
New York City, 9-14 April 1985

The convention program will include plenary sessions by internationally-known speakers, papers, workshops, and colloquia by TESOL teachers and their colleagues in related disciplines, educational visits, exhibits, and social events.

Jean McConochie
Pace University
New York, New York
Program Chair

Cathy Day
Eastern Michigan University
Ypsilanti, Michigan
Associate Chair

Non-TESOL members may obtain detailed information by writing to:

TESOL • 201 D.C. Transit Building
Georgetown University
Washington, D.C. 20057 USA
Telephone 202-625-4569

TESOL'85 NEW YORK

19th ANNUAL CONVENTION 8-14 APRIL 1985 NEW YORK HILTON HOTEL

CONVENTION BULLETIN BOARD

EMPLOYMENT CLEARINGHOUSE

Once again, the **Employment Clearinghouse** will be one of the major services offered at the upcoming TESOL convention in New York. The Clearinghouse will be in operation on:

Tuesday, April 9, noon to 5 p.m.

Wednesday, April 10, 9 a.m. to 5 p.m.

Thursday, April 11, 9 a.m. to 5 p.m.

Friday, April 12, 9 a.m. to 5 p.m.

Saturday, April 13, 9 a.m. to 1 p.m.

Prospective employers and employees alike should be aware of procedures that have been designed to provide for the smooth operation of this important service.

New Procedures

Institutions anticipating job openings and planning to advertise at the convention should write to the TESOL central office for applications and register before March 15, 1985 in order to be included in the *TESOL '85 Job Bulletin*, which will be circulated at the convention. As employment opportunities will no longer be a feature of the *Convention Daily*, job announcements received after March 15 will be posted only at the Clearinghouse itself. Employers will indicate whether they are actually interviewing at the convention or merely soliciting responses by mail. Openings will be clearly posted on spacious bulletin boards arranged by geographic area. In addition, copies of the job announcements will be on file for the perusal of all interested persons.

Job seekers should come to the convention with multiple copies of their resumes. Volunteers will collect resumes from anyone wishing to be interviewed and convey them to the representative of the designated institution. The names of those applicants selected for interviews will be posted twice a day: at 9:00 a.m. and 1:00 p.m. Chosen job candidates can then obtain the interview cards that will allow them into the interview area at the appointed time. A twenty-minute time limit will be strictly enforced so that all interviews can begin promptly.

These procedures should make the Employment Clearinghouse an effective and trouble free service to our members. Let's hope that all applicants get the one really perfect job they have been dreaming about!

NETWORKING

Individuals who plan to attend TESOL '85 will have a chance to become familiar with many other organizations whose interests, services and activities are of importance to TESOL members. As part of the conference activities, we have invited many fellow professional organizations to participate in the **Organizational Network**. Organizations like the International Institute of Education, the Joint National Committee on Languages, the National Association for Bilingual Education in addition to numerous other groups will send at least one representative. Social and cultural organizations, museums, foundations, and other professional societies which are based in New York City will also send representatives, who will be available to provide further information and discuss the work of their organizations. Plan to attend the **Organizational Network** on Thursday afternoon April 11th from 2:30 to 5:00 p.m. in the Grand Ballroom.

JOURNAL EDITORS TO MEET IN OPEN SESSION AT TESOL '85

A Meet-the-Editors session has been scheduled for TESOL '85. This event, which will take place Thursday afternoon, April 11, from 2:30 to 5, will allow readers and potential contributors to meet informally with editors of journals in our field. Editors will be available to discuss editorial policy, answer questions, and hear suggestions and comments. The editors of more than ten journals have already indicated that they will participate in this open session. All interested persons are cordially invited to attend. For further information, contact: Stephen J. Gaies, Department of English, University of Northern Iowa, Cedar Falls, Iowa 50614, U.S.A.

ATTENTION ALL "LOU GRANTS" ATTENDING TESOL '85: HOLD THE DATE—APRIL 13

A meeting of kindred spirits working with printer's ink—**affiliate and interest section newsletter editors**—will be held at TESOL '85 on Saturday, April 13, 8:30-10:15 a.m. All editors (or those contemplating taking up such a post) are invited to come. Editors are also invited to send their suggestions for discussion topics by February 15, 1985 to Mary Ann Christison, editor of the affiliate/interest section page of the *TN* or Alice Osman, editor of the *TN*. (See page 2 for addresses.)

CONVENTION AUDIO CASSETTES

At the 18th annual TESOL convention in Houston, most of the convention sessions were professionally recorded by Audio Transcripts. If you were unable to attend the convention, or attended the convention but missed sessions you had hoped to hear, or would like an audio cassette of a presentation you found particularly informative, contact: Audio Transcripts, 610 Madison Street, Alexandria, Va., 22314, U.S.A. Telephone: (703) 549-7334. (See the June '84 *TN* for a complete listing of the audio cassettes available from TESOL '84.)

Audio Transcripts will be back this year to record selected presentations at the 19th annual TESOL convention in New York City.

SECONDARY SCHOOL INTEREST SECTION PROGRAM AT TESOL '85

Although it is still months away, the Secondary School Interest Section is planning a great program for TESOL '85.

On Wednesday, April 10 from 8:30 to 10:15 a.m., we will have our academic session, **ESL methodologies that encourage communicative competence,** featuring Fran Lacas and Linda Ann Kunz.

On Friday, April 12 from 1:30 to 2:15 p.m., there will be a **Swap Shop.** In order to attend the Swap Shop, you must submit a lesson that you want to share. For more information on how to participate, see Swap Shops opposite page 24.

Our rap sessions will be scheduled for two evenings, Wednesday, April 10 and Thursday, April 11 from 5 to 6 p.m. and 6:15 to 7:15 p.m. We have a variety of topics in the works at the moment, including **Contact assignments: helping students learn outside of the classroom** and **International studies and multi-cultural education in the U.S.**

We are also in the middle of arranging for a Secondary School Interest Section luncheon. If you are interested in more information, please contact Gail Slater, 3323 Kings Highway, Brooklyn, New York 11234, U.S.A.

Last, but certainly not least, is our business meeting, at which we elect our new officers for 1984-1985. Please be sure to attend on Thursday, April 11 from 2:30 to 4:15 p.m.

Looking forward to greeting you at our very full program at TESOL '85!

by **Gail M. Slater**
Associate Chair, SSIS

APPLIED LINGUISTICS AND RESEARCH INTEREST SECTIONS PLAN JOINT RAP SESSION

As teachers of ESL/EFL, we are aware that language does not exist in a vacuum. Communication and learning are crucially influenced by the social context in which they are embedded and by the feelings, attitudes, and beliefs of speakers and hearers. The Applied Linguistics and Research Interest Sections are planning a joint rap session for TESOL '85 in New York to explore the psycho-social variables which affect language acquisition and use from theoretical and practical perspectives. What do factors such as language choice, attitudes, and motivation mean for ESL researchers, teachers, and materials designers? We are soliciting your specific questions and interests in this regard.

Please send comments on the issues or questions you would like discussed to: Miriam Eisenstein, New York University TESOL Program, Washington Square, 829 Shimkin Hall, New York, N.Y. 10003, U.S.A. or Kathleen Flynn, American Language Institute, University of Southern California, JEF, Los Angeles, California 90089, U.S.A.

TESOL '85 NEW YORK

Graduate Student Financial Assistance to TESOL '85

Marckwardt Fund Travel Awards to U.S. and Canadian students

TESOL is happy to announce that funds will be available for travel assistance for graduate students to the 1985 convention in New York City, April 8-14, 1985. **Albert H. Marckwardt Memorial Fund** awards are available to citizens of Canada and the United States who are pursuing a full-time course of study in TESOL and have not received this award previously.

Criteria in selecting recipients of Marckwardt Memorial Fund awards are:

1) favorable recommendation by a faculty member;
2) service to the profession and/or TESOL—such things as participation in the work of TESOL affiliates, interest sections, conventions, teacher education programs, volunteer teaching to immigrants, migrants, and refugees, Peace Corps service, etc.;
3) enthusiasm and commitment manifested for the field;
4) financial need;
5) career plans—future classroom teaching careers favored;
6) master's degree candidates favored over doctoral candidates;
7) extent of service to the profession shown by the candidate's institution;
8) geographical location. Awards are divided among as many institutions and areas as possible.

Letters of application should include the name of the applicant's institution, program of study, and mailing address as well as brief biographical data, a description of his/her institutional affiliation, financial need, career plans and other information relevant to the above criteria. Address the letters to: Dr. James E. Alatis, Executive Director, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. Please note that it is very important that applicants request a faculty member to send a brief letter of recommendation on their behalf to Dr. Alatis.

Letters of application and recommendations are due at the TESOL central office by February 1, 1985.

TESOL CONVENTION PRE-REGISTRATION PACKETS

TESOL convention pre-registration information packets were mailed to TESOL members and friends on November 20.

Should anyone wish to receive additional pre-registration packets or posters, please write or call Rosemarie Lytton, TESOL Convention Coordinator, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. Telephone: (202) 625-4569.

U.S.I.A. Travel Awards to Students from Outside the U.S.

Awards from the United States Information Agency, administered by The Institute of International Education, may be available to applicants from outside the United States who are currently pursuing a full-time course of study in teaching English to speakers of other languages on the graduate level in the U.S. Applicants are eligible for an award only if they are receiving 1) no assistance for academic or travel expenses, or 2) only partial assistance from private (non U.S. government) sources. Any foreign student who is receiving any U.S. government funds for either academic or travel expenses, or full financial assistance from the private sector or a foreign government is ineligible for a grant from the U.S.I.A.

Criteria used in selecting recipients will be the same as those for the Marckwardt Fund.

Letters of application should be addressed to: Dr. James E. Alatis, Executive Director, TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. The letters should include the name of the applicant's home country, home country institution and institution in the U.S., program of study, and mailing address as well as brief biographical data, a description of institutional affiliation, financial need, career plans, and other information relevant to the criteria. It is important for applicants to provide a letter of recommendation to Dr. Alatis from a faculty member representing their U.S. institution.

Letters of application and recommendations are due at the TESOL central office by February 1, 1985. Awardees will have convention fees waived.

TESOL officers, staffers and Summer Institute/Meeting committee members pose at Summer Meeting Salmon Bake with TESOL '85 sweatshirts. L-R, bottom row up: Karl Drobnic, Debby Marino, Penny Alatis, Charley Blatchford, Aaron Berman, Eve Sanchez, Marianne McDougal, James Alatis, Rosemarie Lytton, Jean McConochie, Jodi Crandall, Deborah Healy, Allen Sellers, Carol LeClair, John Fanselow, Jean Handscombe, Lin Lougheed, Jeffrey Bright, Penny Larson. Sweatshirts will be on sale at TESOL '85, and the proceeds of sales will go into TESOL's new awards fund.

Why a Convention Hotel?

by **Rosemarie Lytton**
TESOL Convention Coordinator

Everyone is worried about high prices in New York, where the 1985 convention will be held. Before you grumble about the costs of staying in the convention hotel and mutter a few phrases about what your organization is doing for you, it might help to consider a few basic facts about organizations and conventions.

Fact #1: Meeting space costs money.

Meeting space can be quite costly, particularly for a convention our size, which requires at minimum a ballroom that seats 3,200, exhibit space for up to 150 booths, and 35 additional meeting rooms for offices and meetings. At a small hotel, it can cost anywhere from $50-$150 a day to rent a small boardroom. At a convention center renting a theatre for plenary sessions can run $1000 daily, and exhibit space can cost $1200-$1400 daily. Multiply these figures over a period of five or six days, and you will find a sizeable cost for meeting space.

Large organizations such as ours negotiate with a convention hotel by offering to fill a certain number of guest rooms in exchange for free meeting space. At the New York Hilton, for example, TESOL has reserved 1,000 guest rooms, which the hotel has agreed to offer at special rates to TESOL convention-goers. If this room block is filled, TESOL will use all of the meeting space in the hotel at no charge. If, however, hotel registration is low and the room block is not filled, TESOL will pay for the meeting space on a pro-rated basis. Simply stated, a convention hotel waives rental fees if the organization fills its room block because the hotel will make its profit through high occupancy in guest rooms and a high volume of sales in catering, room service, and restaurants.

Fact #2: At any meeting, the participant pays for meeting space.

What is not readily apparent is that at any meeting, the participant pays a share of the cost of meeting space, the rest of the cost being shouldered by the organization. For a seminar at a small hotel or a convention at a convention center, the participant generally makes this contribution through higher registration fees. At a convention hotel, the participant makes a contribution by staying in the hotel, perhaps paying room rates that, while discounted, are higher than rates at a smaller hotel away from the convention. However, if many participants decide not to make this contribution, the organization pagys with rental fees.

Fact #3: The organization and participants can work together to keep down meeting costs.

Only a few hotels can house a convention of our magnitude under one roof. While TESOL recognizes that there are always some people who cannot afford to stay at these convention hotels. TESOL has to select these hotels for the

Continued on next page

TESOL '85 NEW YORK TESOL

CONVENTION HOTEL

Continued from page 23

overall success of a convention with a sizeable and varied program.

The organization looks out for its members by negotiating for the lowest possible rates, taking advantage of seasonal discounts, and bargaining for a certain number of triples and quads so that people can join together to reduce housing costs. Our convention rates at the New York Hilton, for example, are $20-70 cheaper for a single and $10-85 cheaper for a double than the standard room rates for 1985. When the convention-goer supports the organization by staying at the convention hotel, the organization as a whole avoids paying rental fees for meeting space.

With those facts in mind, let's take a look at what you're really getting for your money when you stay at a convention hotel: you're getting not only free meeting space for groups ranging in size from 6 to 3,200 but also the services of 1,500 experienced hotel professionals including a multilingual staff, a security staff, and the all-important convention service team; various facilities including registration counters, tables, lecterns, blackboards, and sound systems for the presentations; any kind of meal you desire, whether it be through room service, through catering, or at the downstairs coffee shop; and the convenience of having the entire convention under one roof, which saves you money on taxis, allows you to avoid inclement weather, and increases your chances of running into old friends and networking with colleagues.

This final point, the opportunity to meet with old friends and colleagues at the convention, is worth highlighting. For those of you unfamiliar with past TESOL conventions, the organization has selected hotels which had not only large ballrooms and sufficient meeting rooms but also spacious lobbies where people could exchange ideas and make business contacts in an informal, social atmosphere. (Do any of you remember the lobby of the Carillon Hotel in Miami Beach, where the first annual TESOL convention was held in 1967?) Over the years, the busy social activity in these large lobbies has contributed to the feeling that a TESOL convention is a friendly convention and has helped to diminish the feeling of impersonality that other conventions our size have encountered. Holding a convention under one roof promotes the personal warmth and the numerous opportunities for networking for which TESOL is noted.

Don't miss

INVITATION TO EXHIBIT TEACHER-MADE MATERIALS

See information opposite page 25

Attending TESOL '85: A Way and Ways

by Andy Martin and **Carol Taylor**

Newbury House Publishers — *Skin Cancer Foundation*

In 1985, TESOL returns to New York, a city with no lack of recreational offerings. While we realize that convention-goers will spend most of their time attending plenaries, papers and workshops, even the most compulsive among us needs a little diversion.

As consummate professionals, TESOL conferees will want to ensure that their extra-curricular pursuits serve an educational purpose. So, we have provided below the Official List of Recreational Activities for TESOL '85, recognizing the diversity of methodological persuasions in our midst.

Audio-Lingual

- WINS (all news, all the time), WPAT (easy listening), WHN (country), WNEW (big bands), WNCN (classical), WCBS (golden oldies)
- Lutèce, Windows on the World, Tavern on the Green, Ray's Pizzeria
- Carnegie Hall, Avery Fisher Hall, Lone Star Cafe, CBGB, Village Vanguard, Rainbow Room, Beacon Theatre

Total Physical Response

- N.Y. Knicks, N.Y. Rangers, N.Y. Islanders, N.J. Nets
- N.Y. Health & Racquet Club, N.Y. Athletic Club, Elaine Powers
- Danceteria, Roseland, Roxy Roller Rink, Copacabana, Studio 54

Community Language Learning

- Ellis Island
- Chinatown, Little Italy, Spanish Harlem, Astoria (Greek), Atlantic Avenue (Middle Eastern), Boro Park (Jewish), Crown Heights (Haitian, West Indian), Yorkville (German, Hungarian), Jackson Heights (South American)

Audio-Visual

- Opera: Metropolitan, N.Y. City, Amato
- Shubert Theater, Winter Garden, Radio City Music Hall, Circle in the Square, Duffy Square (half-price tickets)
- Museums: Brooklyn, Guggenheim, Modern Art, Metropolitan, Whitney, Frick, American Folk Art, American Indian
- Joffrey Ballet, Dance Theater of Harlem, Alvin Ailey, N.Y. City Ballet
- Galleries: Zabriskie, Christie's, Sotheby Park Bernet

Silent Way

- Cathedral of St. John the Divine, St. Patrick's Cathedral, Cloisters
- Grant's Tomb, World Trade Center, Empire State Building, Statue of Liberty, Chrysler Building
- Staten Island Ferry, Circle Line Tours
- N.Y. Public Library, Brooklyn Public Library, Scribner's, Barnes and Noble, Doubleday's

Grammar-Translation

- United Nations
- Rizzoli's, Librairie de France, Libreria Hispanica
- Asia Society, Russian Consulate, Sons of Italy
- Foreign movie houses: Paris, Metro, Thalia, Little Carnegie

Direct Method

- N.Y. Stock Exchange, American Stock Exchange, Wall Street
- Atlantic City (casinos); Aqueduct, Belmont Park, Meadowlands (racetracks)
- Plato's Retreat, Ramrod Bar, Cameo Theatre, Adonis Theatre (XXX-rated)

Natural Approach

- Central Park, Prospect Park, Brighton Beach
- Museum of Natural History, Hayden Planetarium
- Bronx Zoo, Brooklyn Botanical Gardens, N.Y. Aquarium

Suggestopedia

- ABC, NBC, CBS; Madison Avenue
- Bloomie's, Macy's, Gimbel's, Zabar's, Saks Fifth Avenue
- Orchard Street, Loehmann's, Bolton's
- Citicorp Center, Trump Tower, South Street Seaport

> "New York, New York. There's no other place I'd rather be. Where else can you do a half-million things at a quarter to three?"
>
> **Huey Lewis and The News**

TESOL '85 NEW YORK

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

UPCOMING 1985 TESOL MEETINGS

January 18-20	**1st Caribbean Regional TESOL, Santo Domingo, D.R.**
January 24-27	**3rd Rocky Mountain Regional, Tucson, Arizona**
January 28	**ORTESOL Conference, Beaverton, Oregon**
February 1-2	**TEXTESOL IV, Beaumont, Texas**
February 22-23	**TEXTESOL I, El Paso, Texas**
March 8-9	**MIDTESOL, Columbia, Missouri**
March 9	**WATESOL Mini-Conference, Arlington, Virginia**
March 14-16	**B.C. TEAL, Richmond, British Columbia**
March 16-17	**TESOL France, Paris, France**
March 22-23	**WITESOL, Stevens Point, Wisconsin**
March 23	**MITESOL Spring Meeting, Bay City, Michigan**
March 29-30	**Intermountain TESOL, Provo, Utah**
April 8-13	**IATEFL, Brighton, England**
April 9-14	**TESOL Convention, New York City, New York**
April 19-21	**CATESOL, San Diego, California**
May 3-4	**Illinois TESOL/BE, Peoria, Illinois**
May 10-11	**ConnTESOL, Meriden, Connecticut**
May 17-18	**Gulf TESOL, Sarasota, Florida**
May 24-26	**Venezuela TESOL**
June 12-15	**SPEAQ '85, Montreal, Quebec**
June 24-August 2	**TESOL/LSA Summer Institute, Washington, D.C.**
July 12-13	**TESOL Summer Meeting, Washington, D.C.**
July 14-18	**ISRATESOL, Jerusalem, Israel**
September 14-15	**JALT '85, Tokyo, Japan**
October 4-5	**WATESOL Convention, Baltimore, Maryland**
October 15-17	**5th Midwest Regional, Wisconsin**

WATESOL AND BATESOL JOINTLY HONOR MEMBER

The Baltimore and Washington Area affiliates jointly presented a plaque of appreciation to **Ann Beusch,** who retired from the Maryland State Department of Education. The plaque was presented by WATESOL president, George Spanos, and BATESOL president, Judy Wrase, at the joint conference of the Maryland Foreign Language Association and the Greater Washington Association of Teachers of Foreign Languages in Rockville, Maryland on September 22, 1984. The four groups honored Ms. Beusch's 16 years with the State Department of Education and her service to the teaching of languages.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

JALT TO PUBLISH COLLECTED PAPERS IN JAPANESE: ADS SOUGHT

JALT plans to publish its tenth anniversary collected papers in Japanese in August, 1985. Out of 3000 copies, 1,000 will be donated to boards of education, in-service training centers, professional organizations, libraries, and colleges with the remainder being sold through JALT and bookstores. JALT is soliciting full-page (7" x 5") ads, the same size as appear in *The Language Teacher*, JALT's newsletter.

The fees are:

	paid by March 20	paid after March 20
full page	$140	$170
half-page	90	110

The camera ready copy must be received by June 15. If the copy is not received on time, the fee will be handled as a donation.

For information, write to: JALT Office, c/o Kyoto English Center, Sumitomo Seimei Building, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto, 600 Japan.

IN MEMORY OF JAMES E. WEAVER

Friends and colleagues of Jim Weaver were deeply saddened to learn of his death on October 17 of this year. Jim was well known for his active participation in TESOL as well as in several affiliates of the organization. He made valuable contributions to the ESL field in the areas of teaching, teacher training, and test development.

Jim began his career in Peace Corps West Africa, returning to the United States to complete an M.A. in TESOL at Columbia University in 1974. He later taught ESL at LaGuardia Community College and gave graduate courses in testing and measurement at Teachers College. Jim also worked for several New York City publishers as a reviewer, editor, author, and test writer. He lived in Washington, D.C. for a period of time during which he was in charge of test development for the American Language Institute at Georgetown University. While in Washington he was active in WATESOL.

Jim served on a variety of committees for TESOL and its affiliates and was president of NYS TESOL at the time of his death. Those who knew him will remember him for his gentle humor and unfailing kindness, as well as for the high degree of seriousness which he brought to every task he undertook—whether he was throwing a last-minute mailing party at his apartment or helping organize an international convention.

A memorial service for Jim Weaver was held at Teachers College on November 10. Representatives from TESOL, NYS TESOL, WATESOL, Georgetown University, Teachers College, and LaGuardia Community College, as well as many other colleagues, friends, and relatives attended.

ANNOUNCEMENTS

Continued from page 10

EWP DIRECTORY PUBLICATION SET FOR SPRING 1985

A directory of English in the workplace (EWP) programs in the U.S. is being compiled. The directory will identify and describe programs in private industry and government. Information on scheduling, cost of instruction, teaching staff and materials for each program will be included. ESL teachers at job sites in addition to specialists establishing EWP programs will undoubtedly find the directory resourceful.

Descriptions of current and past programs are welcome. To obtain a questionnaire or to submit a description, please write to: Ms. Lisa Kupetzky, 10500 Rockville Pike (#912), Rockville, Maryland 20852, U.S.A.

The directory will be available in spring 1985. It is being jointly compiled by the Office of Program Development, Migration and Regufee Services, United States Catholic Conference and Ms. Kupetzky, manager of the EWP Department at Erol'S Inc.

English for Medicine and Allied Health Scientists: Second Annual Colloquium

by **Margaret van Naerssen**
Hong Kong Polytechnic

The second annual colloquium on English for Medicine and Allied Health Sciences, held at the 1984 TESOL Convention in Houston, Texas, focused on program development. The first colloquium, at the 1983 convention, focused on research.

Below are summaries of the presentations at the 1984 colloquium on program development.

Jerome Ford presented a needs assessment of the communication problems of foreign physicians and medical practictioners in the U.S., identifying five chief causes of communication problems on the part of the practictioner: 1) poor pronunciaton or enunciation, 2) limited amount of verbal communication, 3) insufficient cultural knowledge attached to language use, 4) insufficient knowledge of terms and idioms, and 5) insufficient medical skills and knowledge. He then proposed specific solutions for the first four situations.

Nigel Bruce (in his paper presented by Diana Adams-Smith in his absence) applied research, i.e., discourse analysis of clinical research papers, to the teaching of report writing. He found that the most widespread problems lie in the following: 1) multiple modification of noun phrases; 2) the need to maintain accurate reference and attribution; and 3) the need to realize that those sections traditionally regarded as "easy to write up," actually present the greatest problems in achieving the degree of scientific accuracy required in the methods and results sections of a report.

Moya Brennan described a variety of coordination techniques that can be used by the English language teacher working with students who, at the same time, are being trained in their specific professions in the medical and allied health field. She noted that the ideal situation for developing coordination techniques is one in which the teacher has the time, resources and opportunity to do a needs analysis or at least has the active cooperation of the specialist staff. But unfortunately the reality is this: the English language teacher is frequently faced with a situation in which, although the specialist staff may be willing to cooperate, in fact, both parties may restricted by time and scheduling. The techniques she presented for coordinating under such conditions are designed to give the teacher some confidence that the students' needs will be met.

Betty Lou DuBois described poster sessions in bio-medical conferences to help teachers prepare students for effective participation in conferences. The effective use of attention-getting mechanisms has the popularizing effect of attracting non-specialists. Once a passer-by is lured to the poster, popularization occurs through the relatively reduced content of the poster, which encourages an exchange of information/ideas. DuBois described display techniques for attention-getting and some of the language functions frequently involved in the accompanying discussions.

While the presenter for a fifth paper was unable to attend at the last minute, her topic is of concern to all developing curriculas in ESP. **Glynis Saunders** has written about the need for flexibility in taking into account: 1) varying needs/levels of each intake group of students in the English course for medical students; 2) the changing ratios of science to English over the first year; 3) the varying order of science lecture topics from year to year; and 4) physical constraints on course implementation.

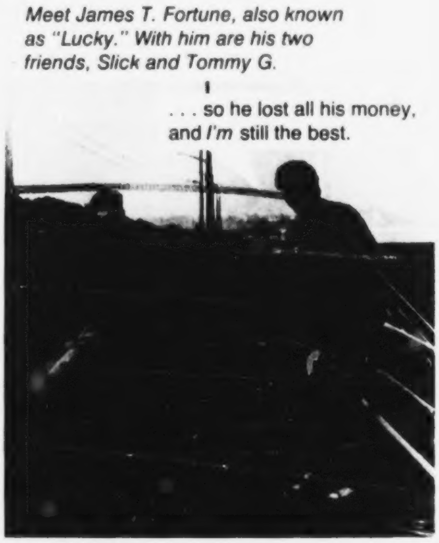
VIDEOTAPE ON VIETNAMESE PRONUNCIATION

Vietnamese Speakers Learning English: A Contrastive Approach is a 55-minute videotape on the pronunciation problems of Vietnamese speakers of English. The videotape, developed by Tippy Schawbe and Dawn Beam at the University of California/Davis, simulates a classroom situation with information about Vietnamese and English presented in a lecture format. Three major pronunciation problem areas are described and explained on a contrastive analysis basis. Then each problem is exemplified by two young adult Vietnamese speakers of English. During these segments of the tape, viewers are asked to do an error analysis and to evaluate the progress made in a 10-week class at UC/Davis in the winter of 1983.

An eight-page study guide is designed to be followed while viewing the tape. The guide also suggests teaching activities for work on each of the problems described.

The tape (#22418) can be purchased from the University of California for: 3/4" U-Matic $135.00; Beta-Max or VHS $125.00. For inquiries, write to: Mr. Jay Thompson, Room 19, Olson Hall, University of California at Davis, Davis, California 95616. Telephone: (916) 752-6516.

Longman Photo Stories


Meet James T. Fortune, also known as "Lucky." With him are his two friends, Slick and Tommy G.
. . . so he lost all his money, and *I'm* still the best.

New! Lucky's Last Laugh
Photo Stories 2
James "Lucky" Fortune had it all and he knew it – fame, fortune, a woman who loved him and the world at his feet. It started out like a dream come true. What it became was a nightmare without end.

582-79809-4 paper $2.95

Dramatic, contemporary reading with low-level language practice for beginning ESL students

Joseph Greene and Andy Martin

Combine reading, listening and conversation practice with compelling stories and you'll have Longman *Photo Stories*. An exciting *photonovella* format of photographs and simple dialog helps students understand both verbal and non-verbal communication between characters. Throughout the books there are exercises to check students' comprehension, encourage them to make predictions and stimulate conversation. An audio cassette that dramatizes the dialogs and provides realistic sound effects completes this three-book series.

Blues for Julie
Photo Stories 1
Passion and rebellion are the themes of this story about a young waitress who falls in love with a struggling musician. When her parents forbid her to see him, the drama begins.

582-79806-X paper $2.95

Coming Spring 1985!
Doris Diamond – Private Eye
Photo Stories 3 582-79810-8 paper $2.95

Longman Inc. • 1560 Broadway
New York, NY 10036 • (212) 819-5300

INTERNATIONAL EXCHANGE

FOCUS ON INTERNATIONAL DIMENSIONS OF ESOL PUBLISHING

Edited by Liz Hamp-Lyons
University of Edinburgh

Two articles, from which extracts are reprinted below, prompted me to ask representatives of two publishing firms some questions. L.H.-L.

From "Who's Afraid of Maria Sanchez?" *MEX-TESOL Journal*, April 1983, by Nicholas Taylor and Severino Salazar.

It might . . . be a good idea to provide a culturally neutral course, one that is not so keen to push the cultural values of one country. A course which makes sense for students from "humble" backgrounds, one which does not oblige them to enter a foreign world, would be a godsend. After all, English is a means of communication (maybe with a Japanese or an Arab), not a system of cultural values.

. . . At the moment, the English language is a tool by which the wealthy keep a firm grasp on educational possibilities abroad. The British Council, for example, when awarding grants, insists on a high level of English. Obviously, the children of the rich, who have been sent to study in the States or U.K., or to expensive language schools, stand a better chance than anyone else of passing the English language exams.

It is time now to provide a more culturally neutral and sensitive course to aid less privileged students to learn English, so that ultimately scholarships and awards can go to those who really ought to get them. How about a course that shows what life is like for a "bracero" arriving to work in the U.S.A.? Not only the good side of life in the countries where the target language is spoken, but also the problems, such as racial tension and unemployment, could be presented. . . . Courses which idealize the great American way of life may be fine for exclusive language schools, but are out of context on campuses, where there are potentially far more students.

From "English as an International Auxiliary Language: Part 2" *TEAM* (University of Petroleum & Minerals, English Language Center, Dhahran), No. 45, 1983, by Patricia Thomas.

It is a common complaint among Venezuelan teachers that the majority of commercial language teaching materials available are written on the assumption that the foreign learner lives or will live in an English speaking country. The selection of functions and, in general, the sociolinguistic input of these texts follow from such an assumption, and yet it is a false one for the majority of language learners in Venezuela and, probably, in much of the rest of the world.

For this reason, teaching materials produced in Britain and the U.S.A. are often inappropriate to the needs of our students and, indeed, unsuitable for them. As teachers we end up chopping, changing, and eliminating a great deal. This is fine when the teacher has the perception, the time, and the know-how, but, unfortunately, many teachers in many parts of the world do not. It would be very helpful if textbook writers and publishers were to consider more carefully the materials they produce and understand the needs of the foreign learner not only in relation to the L1 speaker and culture, but also in relation to other L2 and FL speakers of English and their cultures.

Despite the protests to these objections offered by some textbook writers, it is clear that such considerations are not usually made in the majority of textbooks; the topics, the settings, the situations, the types of individuals represented and even the linguistic forms selected do not correspond to the needs and interests of our students.

Obviously, it would be impossible to produce a neutral text. The relationship between language and culture is extremely complex, and when a speaker (or textbook writer) selects options from a linguistic system or set of systems, he draws on everything he considers relevant: knowledge of cultural assumptions, attitudes, values of the social group to which he belongs, and so on. Textbook writers have tended to reflect middle-class, mainly urban and usually fairly liberal, ideologies which are essentially British or American in flavour.

At present, many textbooks are presented as functional or communicative, and linguistic forms are selected which express the functions to be taught. If we wish to teach English as an international language, a great deal of research is needed on functions across cultures and the linguistic forms must be more carefully selected. Frequently, there are linguistic items in these texts which are so marked as local, geographical, class or sex specific that they are unsuitable for teaching, leading as they can to grossly inappropriate use and misunderstanding. One or two simple examples may suffice. The function of accepting or refusing an invitation is often expressed in these texts by:

> I'd love to
> I'd love to but . . .
> I'm awfully sorry but . . .
> That would be great but . . .

It might be appropriate to teach these forms for recognition, but since they all reflect specific class, age-group or regional variations, for production it is perhaps preferable to teach a less marked form, such as:

> Thank you. I'd like that.
> I'm sorry (and excuse).

It is stressed that we must teach 'natural and appropriate language.' But all too often there has been a gross lack of attention to appropriateness in terms of social class, sex, etc. More care should be taken with work done on varieties of English and systemic linguistic descriptions of English, so that the selection may be made in terms of wider usage and appropriateness.

What is true of the selection of language items is also true of the selection of topics, situations, and so on. We need texts that do not

1. have Britain or the U.S.A. as the background;
2. reflect only the value systems and attitudes of Americans or Britons;
3. depict only urban middle-class people;
4. present topics which focus on concerns irrelevant outside the countries in which the textbook is produced.

To sum up, in the so-called Third World we do not need texts which present the pipe dreams or problems of middle-class urban prosperity. We need texts for TEIL (teaching English as an international language) which reflect and respect the needs of our students conceptually, experientially and linguistically.

I asked two commissioning editors, Peter Donovan of Cambridge University Press and Yvonne de Henseler of Oxford University Press, whether their houses aim to publish culturally neutral materials, or to select specific content for varying contexts (their replies were in answer to my general questions, and not as reactions to the extracts above).

Peter Donovan: Because C.U.P. have come quite recently to ELT publishing, we do not have local branches, and are concentrating on "global" materials rather than aiming at specific local needs for the present.

LH-L: By "global" do you mean culture-free?

PD: No, we don't think it's possible for materials to be completely culture-free—if they were, there would be nothing left in terms of content—but we aim to be as international as possible and not culture-specific. Our materials are generally Western in thought and topics (I'm thinking, for example, of the *Cambridge English Course*), and tend to be aimed less at the developing world or the Middle East than at Europe, Japan and Latin America. We also cater more for the intermediate and advanced levels than for beginners, and our teachers' materials are pitched for the relatively sophisticated teachers of, say, Europe.

Yvonne de Henseler: At O.U.P., we do not have a blanket policy on the cultural content of course books. Teachers in some countries feel that students should learn about Britain and/or North America and consequently choose books with a cultural content. In other countries English is perceived as an international language and more culturally neutral courses are preferred. In producing materials for specific markets, we tend not to adapt cultural content to different contexts but rather aim at specific contexts right from the start. At present we cater for home (Oxford → U.K.; New York → U.S.A.) and overseas markets. Our main markets overseas are currently Europe, Japan, the Middle East and Latin America. In addition to specifically developed materials, we also sell much of the same material to home and overseas markets.

LH-L: Who do you get to write the country-specific materials?

YdeH: Country-specific materials are usually written by local experts or by a combination of local and British authors. In most countries, the latter will be working in the country concerned. An example of this is *Springboard* by Roy

Continued on next page

INTERNATIONAL EXCHANGE

Thank you for all your letters. Please keep responding to issues and raising new ones. Send your correspondence to: Liz Hamp-Lyons, University of Edinburgh, Institute for Applied Language Studies, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

ESOL PUBLISHING

Continued from page 27

Boardman and Serio de Guiliomaria, which was originally produced for Italy and now sells in many other markets.

PD: Publishers generally are looking more and more at local markets, often seeking links with local publishers. The combination of a well-known author from outside and a local author works well: British publishers feel that they have something to offer in terms of expertise in English language teaching as well as in publishing itself, and this combines well with local expertise in the needs and problems of English teachers and learners in the country.

LH-L: We often hear complaints that ELT publishers are simply out to make money out of people's need to learn English. Do you accept such a criticism?

PD: Certainly in the case of C.U.P. this is not true. We are non-profit, so have no shareholders looking for profit distributions; any surplus finances future publishing. Essentially, we are an academic press with a responsibility to the academic community and to the University of Cambridge. In addition, all our ELT editors have ELT teaching or teacher training experience; the same is true of our desk editors. We all have a professional interest in ELT, not only in publishing. This is true of a number of other ELT publishers in the U.K. Because we are non-profit, we can choose to publish some material which we believe will be a contribution to the field, which some publishers would reject because of its marginal profitability. We are always looking for innovative projects, things teachers want, even if sometimes it's only a minority of teachers. We do believe we have a genuine role in and for the profession, in terms of publishing experience, pedagogic expertise, resources available, ability to test out and pilot materials.

YdeH: ELT is unusual in that publishing staff usually have EFL/Applied Linguistics qualifications. We see ourselves as having an active role in formulating the field, as part of the move towards excellence in language teaching. We are not simply reactive; we don't publish only what is offered, but we also do field research into what is effective, what is needed, and then go out and look for authors/material to fill these needs. We have groups of teachers around the world who meet from time to time to advise us on needs, and our editorial staff, who travel a good deal, are continually feeling out potentials for market needs, possible authors, etc. Our aim is not simply to make money by selling books—any books—but to play a part in the development of the field. For example, in the mid-'70s we convinced ministries in the Arabian Gulf that they could teach English better if they used different materials. Having done so, we had to get the materials written; we also had to do a lot of teacher re-training so that the materials would be used effectively. We had to revise the materials based on feedback from piloting, introduce new assessment methods appropriate to the new aims and materials, and so on. All serious ELT publishers feel this same professional responsibility, to sell their material, to encourage new trends, while contributing to the positive development of the profession.

Comments are invited from publishers, authors, would-be authors and teachers. ***LH-L.***

A WINNING
COMBINATION
FROM ADDISON-WESLEY

Step Ahead and Intermediate English

Together STEP AHEAD and INTERMEDIATE ENGLISH form a complete six-level ESL/EFL course that's *flexible* and geared to the needs of beginning to high intermediate students.

STEP AHEAD is a four-level series that combines functional language and a solid grammatical base with realistic situations for beginning level language development.

Features

- 30 units per book, with four pages for each lesson
- Comprehensive listening tapes
- Detailed Teacher's Guides
- Easy-to-administer Placement Tests
- Practical Workbooks for every level

STEP AHEAD
AN ENGLISH COURSE
STEP AHEAD
AN ENGLISH COURSE
STEP AHEAD
AN ENGLISH COURSE
STEP AHEAD
AN ENGLISH COURSE

INTERMEDIATE ENGLISH
INTERMEDIATE ENGLISH
ie
BOOK 1
MICHAEL WALKER

INTERMEDIATE ENGLISH is the ideal complement for STEP AHEAD. This two-volume series features a challenging mixture of listening and language activities, with an emphasis on *real* communication.

Features

- Two consumable student texts with accompanying cassette tapes
- Realistic "In the Situation" conversation-starters
- High-interest readings by prominent American and British authors
- Detailed Teacher's Guide for both levels

And for additional practice,
A CLOSER LOOK is an easy-to-use grammar worktext to be used with INTERMEDIATE ENGLISH, or for self-study.

For more information, please write or call
Addison-Wesley Publishing Co.
World Language Division
Reading, MA 01867 (617) 944-3700
or your nearest Addison-Wesley representative

LETTERS

Three of the letters which follow were received by TESOL in response to the letter directed to be written by the executive director of TESOL to the heads of state of all countries known to have a nuclear capability (Resolution No. 1 passed at the TESOL Legislative Assembly, March 9, 1984 in Houston, Texas). Mr. Alatis' letter to Mr. Chernenko of the USSR appeared in TN 10/84.

UNITED NATIONS/NATIONS UNIES

11 September 1984

Dear Mr. Alatis,

On behalf of the Department for Disarmament Affairs, I would like to acknowledge your letter of 23 August 1984 addressed to the Secretary-General transmitting a copy of the resolution on disarmament adopted by the membership of TESOL in March 1984 which has been brought to his attention.

As you may know, the United Nations General Assembly has fully recognized the importance of the role played by a well-informed body of public opinion in all countries in the process of disarmament. In view of this, in June 1982, the second special session of the General Assembly devoted to disarmament officially launched a World Disarmament Campaign under the auspices of the United Nations. The main purpose of the Campaign is to inform, educate and generate public understanding and support for the objectives of the United Nations in the field of arms limitation and disarmament in a balanced, factual and objective manner in all regions of the world. In carrying out the Campaign, the Department for Disarmament Affairs provides information on disarmament efforts to assist all those who are interested in keeping this vital issue in the forefront of public concern.

The Department for Disarmament Affairs therefore appreciates the interest of concerned individuals throughout the world in the cause of disarmament and is very grateful for their support.

Yours sincerely,

Arpad Prandler
Deputy to the Under-Secretary-General
Officer-in-Charge
Department for Disarmament Affairs

PRÉSIDENCE DE LA RÉPUBLIQUE

Paris, le 21.09.84

Sir,

You have written to the President of the French Republic in order to make known to him your position in favor of nuclear disarmament.

Having been charged to respond to you, I wish to tell you that the Chief of State understands and shares the anxiety which you feel in the face of the stockpiling of nuclear arms in the world.

For this reason France is in favor of all measures which could truly remedy this situation. The President of France has reiterated, on several occasions, that he will take part in any process that constitutes the real beginning of a general disarmament.

The lessons of history have shown that an equilibrium of forces, because it dissuades the temptation of aggression, constitutes the surest guarantee of peace—even if it is not the most satisfactory solution. This observation is particularly relevant to nuclear arms. It is thus of the greatest importance that the superpowers come to an agreement to progressively reduce the quantity of their armaments in order to achieve the lowest possible equilibrium.

Only reductions effectuated by common accord, in a verifiable manner, and resulting in a state of equilibrium agreed upon by both sides, can constitute actual progress on the road to the elimination of the nuclear arms race.

In the case of France, the nuclear forces which it has at its disposal are destined, as you know, to constitute the ultimate guarantee of its security and to dissuade all agressors. Purely defensive, these forces must maintain their full credibility in order to guarantee in all circumstances the independence and security of our country.

In the realization of common objectives—such as the keeping of peace, the respect for a balance of forces, the limitation and the reduction of nuclear arsenals—the Chief of State must take into consideration the political realities of the present. He profoundly wishes nonetheless the still-insufficient efforts undertaken toward these objectives will allay your anxiety as soon as possible.

Before the General Assembly of the United Nations he has presented proposals in favor of disarmament and of aid to underdeveloped countries. He has in particularly proposed the holding, in Paris, of a conference of the principal military powers in order to examine how disarmament and development could be linked, as well as a conference of all member nations of the U.N.

With my sincere regards,

Cyrille Schott
Le Conseiller Technique

[The above is a translation from the French.]

THE WHITE HOUSE

September 6, 1984

Dear Mr. Alatis:

It was good of you to send President Reagan the resolution adopted by the Legislative Assembly of the Teachers of English to Speakers of Other Languages. Your thoughtfulness in forwarding this statement is appreciated, and you may be sure that it has been fully noted.

With the President's best wishes to you and the members of your organization,

Sincerely,

Anne Higgins
Special Assistant to the President
and Director of Correspondence

HOST TESOL TEACHERS SOUGHT IN GERMANY AND THE U.S.

October 15, 1984

To the Editor:

This past summer I taught current TESL methods to a group of thirty Soviet university exchange professors studying at Georgetown University. What they unanimously suggested at the end of the study period were more opportunities to visit American homes. Now while working with the German Department in establishing a Georgetown-Bavarian summer exchange program, this suggestion rests in the back of my mind. Doesn't it seem natural for TESOL teachers to be hosts both here and in Germany for this program?

Every other summer the program alternates between the Georgetown campus and the picturesque town of Dillingen on the Danube. From July 22-August 2, 1985, thirty American teachers of German will be staying in Dillingen for two weeks of intensive study in the Akademie für Lehrerfortbildung Dillingen. Many will choose to arrive early or stay beyond the two-week program—and wouldn't German teachers of English in Bavaria be naturals for homestay visits—especially since they share a professional background as language teachers. This could also open the door for those German teachers of English to take part in the exchange at Georgetown the following summer, 1986, when American TESOL teachers could host visiting German TESOL participants.

Please, TESOL members in Germany who might be interested in hosting American teachers of German in July or August of 1985, get in touch with me very soon. And thinking ahead to 1986 here in the U.S., I can attempt to begin matching up TESOL hosts with a visiting Bavarian teacher of EFL—regardless of where you live. The purpose of this teacher exchange is to "expand the knowledge and improve the understanding of present-day U.S. and Germany." TESOL members could make a significant contribution on both sides of the Atlantic.

Carolyn Ebel, Coordinator
Summer Session in Dillingen
Georgetown University
Washington, D.C. 20057

IN MEMORY OF ROBERT G. BANDER
1924-1984

Robert Bander enjoyed a rich and varied life as a professor, an editor, and an author of ESL texts. Between studying at Harvard and Stanford Universities (where he received his doctorate), he became a fighter pilot with the U.S. Air Force during World War II, eventually holding the rank of Major in the Reserves. Dr. Bander began his long career in TEFL when he was awarded a Fulbright Fellowship at the University of Pisa, Italy. He later was appointed director of the Binational Center in Bangkok, Thailand and then chair of the English Department at the University of Petroleum and Minerals (1966-67). Other positions included professorships at the University of Southern California, the University of Hawaii and World Campus Afloat. It is as a prolific author of composition books, however, that he is best known. His classic 1971 text for advanced students, ***American English Rhetoric***, was followed by the successful ***From Sentence to Paragraph*** (1981) and then by ***Sentence Making*** (1982). Most recent is his minimal-competency text, ***Basics and Beyond***. Returning to Saudi Arabia from 1981 to 1984, he served on the faculty of UPM and continued to author materials until his death. Countless students and teachers in all parts of the world have benefited from Robert Bander's work. Through them, he will long be remembered and appreciated.

JOB OPENINGS

University of Wisconsin-Madison. Assistant professor, tenure-track; applied English linguistics; candidate must have research and teaching interests in ESL, especially in methodology and acquisition research. Ph.D. by August 15, 1985; university-level ESL experience and an active research record required. Send letter of application, vita, and letters of recommendation to Prof. Joseph Wiesenfarth, Chair, Department of English, University of Wisconsin-Madison, Madison, Wisconsin 53706. AA/EOE [We expect to interview selected candidates at MLA and/or LSA meetings in December and, if necessary, at TESOL '85 in April.]

International Academy for Youth, Sapporo, Japan. Conversational English instructors sought by IAY, a language institute. One-year, renewable contract. Maximum teaching load: 22 classroom hours weekly. Monthly salary range: 180,000 to 240,000 Japanese yen plus attractive benefits. Starting dates: April 1, July 1 and October 1, 1985. Minimum qualification: Bachelor's degree in a language related field. TESOL educational and/or teaching background preferred. To apply send resume with hand-written cover letter, photo, transcripts, two or more letters of recommendation and a cassette tape describing yourself and stating reasons for wanting to teach English in Japan to: IAY, Attn: Bruce Robinson, Hinode Building 5F, Nishi 4, Minami 1, Chuo-ku, Sapporo 060, Japan. Telephone: (011) 281-5188.

Saudi Arabia. Robert Ventre Associates, Inc., a consulting company, is looking for ESL instructors and managers for present and future openings at the programs in Riyadh and Taif. Please direct inquires to: Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, Massachusetts 01950. Telephone: (617) 462-2550.

DIRECTOR

Center for English Language and Orientation Programs

Boston University invites nominations and applications for the position of Director, Center for English Language and Orientation Programs (CELOP). The Center was established in 1975 and offers intensive English language programs for approximately 300 international students per semester. The Director will report directly to the Academic Vice President for External Programs and will be responsible for establishing and maintaining quality programs in education, orientation, and counseling at the Center. As chief academic/administrative officer, the Director serves as liaison between the Center and the rest of the University. The Director will initiate an aggressive marketing approach to foreign governments, institutions, and other agencies in an effort to attract new students.

The Director should possess extensive teaching and administrative experience in English as a Second Language. Particularly desirable attributes of the Director include supervisory, budgetary, managerial, and interpersonal skills as well as proficiency in proposal writing and public relations. A graduate degree is required.

This position offers a competitive salary and an excellent benefits package.

Each candidate should send resume and a statement of qualifications for this position by January 15, 1985 to:

Professor Staton R. Curtis,
Chairperson, Search Committee, CELOP

BOSTON
UNIVERSITY

143 Baystate Road
Boston, MA 02215.
An Equal Opportunity Employer

Teachers College, Columbia University. The Applied Linguistics Program has a tenure-track opening for an Assistant/Associate Professor. Responsibilities: teaching basic courses, directing dissertation research, developing and obtaining funding for a program in computers and language teaching. Requirements: a doctorate with a specialty in applied linguistics and substantial experience with computers. Applications are especially encouraged from those who have taught in multi-cultural classrooms, worked in teacher-training programs, and published research in applied linguistics. Send letter and vita by February 15, 1985, to: Professor Clifford Hill, Program in Applied Linguistics, Box 66SC, Teachers College, Columbia University, New York, NY 10027. AA/EOE

University of South Carolina, Columbia. The Department of English seeks a tenure-track assistant professor to teach graduate and undergraduate courses in linguistics. Applicants should have teaching and research interests in applied linguistics and in some other area(s) of general linguistics; teaching duties will include courses in ESL methods and materials. Ph.D. required; teaching experience preferred. Interviews at LSA meeting in Baltimore December 28-30 1984. Send application, curriculum vitae, three letters of recommendation, and a sample of recent work to William H. Nolte, Chairman, Department of English, University of South Carolina, Columbia, South Carolina 29208. AA/EOE

University of Florida, Gainesville. Two positions. Assistant/Associate Professor. Non-tenure track. Starting August 1985. Renewable up to three years. Teaching/Supervising ESL and TESL courses. Preference to Ph.D. holders in an appropriate area of applied linguistics, with experience in one or more of the following: multicultural counseling, curriculum design, and testing and measurement. Salary negotiable within the range of $21,640 minimum to $35,172 maximum. Application deadline: January 4, 1985. Please send application, vitae, and names and addreses of three references to Dr. H. Der-Houssikian, Linguistics, 162 Grinter, University of Florida, Gainesville, Florida 32611. AA/EOE

University of Delaware, Newark, Delaware. Lecturer, English as a Second Language. Minimum Requirements: M.A. in ESL or related field with a minimum of three years of teaching experience preferred. Duties: Teach ESL 20 hours a week, develop curriculum, and advise and orient students. Available: February 1, 1985. Contact: Send letter of application, resume, and three letters of recommendation by January 1, 1985 to Katharine Schneider, Chair, Search Committee, English Language Institute, University of Delaware, 25 Amstel Avenue, Newark, Delaware 19716. AA/EOE

University of Illinois at Chicago. Opening in linguistics. Assistant or associate professor, specialization in sociolinguistics, to teach sociolinguistics and general linguistics courses, supervise theses, and develop proposals for grant support. Qualifications: Ph.D. required; a strong record of research, publication, and grant support; demonstrated excellence in teaching; experience with ESL programs desirable. By January 1, 1985, send vita to: Dale Woolley, Acting Head, Department of Linguistics, University of Illinois at Chicago, Chicago, Illinois 60680. AA/EOE

Pennsylvania State University. For Fall, 1985, Assistant Professor, TESL, tenure track. Teach graduate courses in TESL methodology and applied linguistics, some ESL teaching; supervise ESL instructors. Ph.D. in ESL or linguistics and relevant publications required. Graduate and overseas teaching experience desirable; knowledge of CAI helpful. Send vita and names of three references by February 1, 1985 to: Philip Baldi, 305 Sparks Building, Box 500, Penn State University, University Park, Pennsylvania 16802. AA/EOE.

English Teaching Program—American Culture Center, Alexandria, Egypt. Director of Courses. Responsibilities include teacher training and recruitment, curriculum development, and administration of program. Beginning in December. Qualifications: M.A. in relevant field plus EFL/ESL teacher training/administration experience. Salary: approximately $22,000 depending on qualifications. Free housing and insurance. Send letter of application, curriculum vita, and three letters of recommendation as soon as possible to: Tom Miller, Assistant Program Officer, United States Information Agency, USIA Building, Room 304, 301 4th Street S.W., Washington, D.C. 20547.

Continued on next page

Opportunities in the United States and Abroad

Teaching English to Speakers of other Languages

Paid teaching internships available through the Boston University Center for English Language

Coursework in TESOL methodology, language theory, language acquisition, and cultural awareness

Creative and innovative teacher training focused on sound pedagogical principles —both theoretical and applied.

The Boston University School of Education offers the following master's level TESOL teacher-training programs:

Teaching English as a Second Language at the K–3, 1–6, 5–9, and 9–12 grade levels in U.S. public schools.

Teaching in domestic and international college and adult education programs.

Applications accepted throughout the year

Boston University
School of Education

Boston University is an equal opportunity institution.

To: Dr. Steven J. Molinsky, Director, Graduate TESOL Programs
Boston University, School of Education,
605 Commonwealth Avenue, Boston, MA 02215

Please send further information about your graduate TESOL programs.

NAME

STREET

CITY STATE ZIP CODE

JOBS

Continued from page 30

The Philippine Refugee Processing Center, Bataan, the Philippines. The International Catholic Migration Commission seeks applicants for various job titles in its programs in ESL, Cultural Orientation, and Pre-Employment Training. Students are adult, Indochinese refugees preparing for resettlement in the U.S. **Teacher Supervisors.** Responsibilities: Train and evaluate Filipino teachers using a clinical supervision process; oversee competency based curricula (most materials developed locally). Qualifications: M.A. in ESL, Education, or related field or equivalent experience; prior teacher training or supervision preferably overseas; extensive teaching experience preferably with adults; previous successful experience in a cross-cultural setting. Annual salary: $14,200; transportation, housing, and insurance provided. Positions available periodically; applications accepted continuously. **Training Officer.** Responsibilities; Manage training department which provides pre- and in-service training for appr. 500 Filipino teachers and 80 American and Filipino supervisors; formulate long-term training plans; coordinate instructional programs and media department; supervise 10-member training staff. Qualifications: M.A. in ESL, Education, or related field; significant experience in staff development or other adult training; demonstrated ability to lead project groups; extensive cross-cultural exposure. Previous experience in a work setting abroad desirable. Annual salary: $19,300; transportation, housing allowance, and insurance provided. Position available in February, 1985. Applications accepted until mid-January. **Testing and Measurement Specialist.** Responsibilities: Develop competency based diagnostic and achievement tests to assist teachers in assessing students' attainment of curriculum objectives; develop formative evaluation tools for assessment of curriculum materials; foster and coordinate groups in test development and application; assist the Evaluation Officer in an annual program evaluation. Qualifications: M.A. in ESL, Educational Measurement, or related field; minimum of two years of experience in development of formative evaluation instruments; demonstrated capacity to work well in groups. Prior overseas experience desirable. Annual salary: $16,500; transportation, housing and insurance provided. Position available immediately. Applications accepted until qualified candidates are identified. Applicants for any of the above positions are requested to send two copies of a resume and cover letter to: Susan Fish, USCC/MRS, 1312 Massachusetts Avenue, N.W., Washington, D.C. 20005. Telephone: (202) 659-6654.

University of Pennsylvania, Philadelphia. The Graduate School of Education is seeking applications for a tenure-track position in Educational Linguistics—TESOL, beginning Fall, 1985 Rank: Assistant Professor. Qualifications: Strong training in TESL/TEFL, English for Specific Purposes, Second Language Acquisition. Commitment to Research. Duties: Teach graduate courses in Educational Linguistics, Bilingual Education, and Pedagogical Grammar. Please send curriculum vitae, letters of reference, supporting documents, and publications to: Nessa Wolfson, Ph.D., Director, Educational Linguistics/TESOL, Graduate School of Education, University of Pennsylvania, 3700 Walnut Street, C1, Philadelphia, Pennsylvania 19104. AA/EOE

University of Nebraska at Omaha, Omaha, Nebraska. Probable position for ESL instructor. Non-tenure track, Instructor level, begins 9/85, renewable for three years. Duties: placement and 12-hour load. Master's degree in TESL, ESL teaching, and experience abroad required. $18,000-$18,500 for nine months. Send resume and three recommendations by December 20, 1984 to G.H. Mundell, University of Nebraska at Omaha, Omaha, Nebraska 68182. AA/EOE

Margaret's Institute of Language, Chiba, Japan. Applications sought for two full-time positions, one beginning March 15, 1985 and one beginning June 15, 1985, as an English teacher for children and adults of all levels. Outgoing, cheerful native speaker with a degree in ESL/EFL or related fields and experience desired. Salary based on qualifications, housing, and bonus upon completion of contract provided. Send resume, two letters of reference, and a tape on which is recorded the reasons for desiring the position to: Margaret Pine Otake, Teaching Director, M.I.L., Taisei Bldg., 2-6-6 Narashino-dai, Funabashi-shi, Chiba-ken 274, Japan. Tel.: (0474)62-9466.

The American University in Cairo, Egypt. Two vacancies in the English Language Institute beginning September 1985: 1) Assistant, associate, or full professor to teach courses and supervise M.A. theses in graduate TEFL program. Direct research in testing. Possibly assume responsibility for testing unit. Strong background in both research methods and testing required. Background in general or applied linguistics, language acquisition, or structure of English desirable. Ph.D. required. 2) Instructor with M.A. in ESL/EFL and extensive experience in language teaching and administration needed to coordinate and supervise about 30 teachers and to serve as liaison with sponsoring organizations. Background materials or curriculum development, teaching methodology, or testing preferred. Both are two-year appointments, renewal possible. Language of instruction is English. Air travel, housing, and schooling included for expatriates. Write, with resume, to: Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017.

California State University, Chico. Assistant professor (tenure track) in linguistics, fall 1985. Position subject to funding. Qualifications: completed Ph.D., substantial teaching experience at university level; knowledge of current applications of linguistic theory to the field of education; familiarity with ESL programs. Tenure and promotion based on effective teaching and publication. Salary range: $20-24,000. Send application by 1/30/85 to: David A. Downes, Chair, Department of English, California State University, Chico, California 95929. AA/EOE.

JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are **100 words or less.** Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type **double space**: first state name of institution and location (city, state/country); include address and telephone number last. **Do not use any abbreviations** except for academic degrees. Send **two** copies to: Alice H. Osman, *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A. If copy requires clarification, the Editor will call collect. Please note: no tear sheets are sent for free ads.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

See page 2 for deadlines. Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819 or (718) 626-8546.

OVERSEAS OPPORTUNITIES

Northrop Aircraft Services, a leader in overseas service contracts, is seeking qualified candidates for ongoing employment in Saudi Arabia.

ESL Instructors

We are seeking single status instructors to teach English and pre-technical skills to trainees in the petrochemical field. MA degree in English plus 2 years minimum ESL experience in Middle East required. Must be willing to relocate on short notice.

Excellent benefits include a tax-free income, free housing, R&R leaves, paid travel and vacations, and service award.

Develop your career by joining Northrop in computer-assisted ESL instruction. Call John Brinser or Benton Burton COLLECT at (213) 970-4601 to learn about this unique opportunity.

Aircraft Services Division
NORTHROP
Making Advanced Technology Work

P.O. Box 2308
Dept. 1036/35-108
Hawthorne, CA 90250

All qualified replies will be considered.
Equal Opportunity Employer M/F/H
U.S. Citizenship Required

UNIVERSITY OF PETROLEUM & MINERALS
DHAHRAN - SAUDI ARABIA
ENGLISH LANGUAGE CENTER

The ELC is responsible for preparing approximately 1000-4000 male students per year for study in all-English-medium technical courses leading to Bachelors' Degrees in Science, Engineering, and Management. The Center currently employs some 70 teachers (American, British, Canadian and Australasian) and is expected to expand. The program is biased toward English for academic purposes. Well-equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available. We have opportunities for well-qualified, committed and experienced teachers of English as a foreign language as of September 1985. Applicants should be willing to teach in a structured, intensive program which is continually evolving and they are encouraged to contribute ideas and materials.

QUALIFICATIONS: M.A. Applied Linguistics/TESL or M.A. in TEFL or TESL

EXPERIENCE: Minimum two years' teaching experience in TEFL/TESL overseas

SALARY: Competitive salaries depending on qualifications/experience. Details at interview. Salaries free of Saudi taxes

ADDITIONAL BENEFITS:

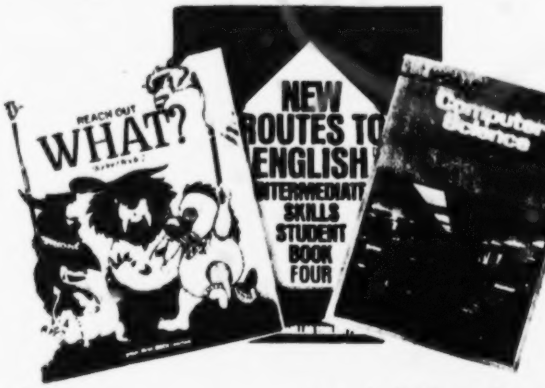
1. All appointments are both married and single status.
2. Rent-free, air-conditioned, furnished accommodation. All utilities provided.
3. Gratuity of one month's salary for each year worked, payable on completion of final contract.
4. Two months' paid summer leave each year.
5. Attractive educational assistance grants for school-age dependent children.
6. Transportation allowance.
7. Possibility of selection for University's ongoing summer program and evening program with good additional compensation.
8. Outstanding recreational facilities.
9. Free air transportation to and from Dhahran each year.

CONTRACT: For two years - renewable

Apply quoting this advertisement with complete resume' on academic and professional background (it is vital that you include this information, and only this information, at this stage) to:

UNIVERSITY OF PETROLEUM & MINERALS
HOUSTON OFFICE, DEPARTMENT 299
5718 WESTHEIMER, SUITE 1550
HOUSTON, TEXAS 77057

Macmillan ESL
A program for every level



PLUS:

- Graded Readers
- Writing and Grammar
- Speaking and Listening
- Survival Skills
- Adult Basal Programs
- Teacher Resources
- Supplementary and Audio-visual Materials

Write for our catalog:
MACMILLAN PUBLISHING COMPANY • SCHOOL MARKETING • 866 THIRD AVENUE, NEW YORK, NY 10022

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

Officers 1984-85

President
Charles H. Blatchford
3901 Bannister Road
Fair Oaks, California 95628

First Vice President
Jean Handscombe
North York Board of Education
Toronto, Ontario M2N 5N8

Second Vice President
Jean McConochie
Pace University
New York, New York 10038

Executive Board: **Penelope M. Alatis**, Francis C. Hammond Jr. High School, Alexandria, Virginia; **Jeffrey P. Bright**, City College of Chicago, Chicago, Illinois; **Marianne Celce-Murcia**, University of California, Los Angeles, California; **JoAnn Crandall**, Center for Applied Linguistics, Washington, D.C.; **John Haskell**, Temple University, Tokyo, Japan; **Holly L. Jacobs**, Marietta, Georgia; **Elliot L. Judd**, University of Illinois at Chicago, Chicago, Illinois; **Darlene Larson**, New York University, New York, New York; **Penny Larson**, San Francisco Community College Centers, San Francisco, California; **Lin L. Lougheed**, Instructional Design International, Inc., Washington, D.C.

Executive Director: James E. Alatis, Georgetown University, Washington, D.C.

Executive Assistant: Carol LeClair, Washington, D.C.
Convention Coordinator: Rosemarie Lytton, Washington, D.C.
Development and Promotions: Aaron Berman, San Francisco, California
Field Services Coordinator: Susan Bayley, Washington, D.C.

Acting Editor, TESOL Quarterly
Stephen J. Gaies
University of Northern Iowa
Cedar Falls, Iowa 50614

Editor, TESOL Newsletter
Alice H. Osman
F. H. LaGuardia Community College, CUNY
Long Island City, New York 11101

Editor, Convention Daily
Jerry Messec
Florida State University
Tallahassee, Florida 32306

TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*. **Annual membership rates:** Regular membership, $33; Student membership (for those engaged in at least half-time study), $16.50; Joint membership (two-member household), $49.50; Institutional membership, $49.50; Commercial membership, $165; Paraprofessional, Retired, Unemployed or Volunteer membership, $16.50. **Additional mailing fee:** Foreign surface mail add $5 or foreign air mail add $15. Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL Central Office, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Telephone: (202) 625-4569. **For change of address** or other information, write to TESOL at the preceding address.

TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 U.S.A.
TESOL NEWSLETTER • VOL. XVIII, NO. 6, DECEMBER 1984

TESOL '85

19th ANNUAL CONVENTION
APRIL 9-14
NEW YORK HILTON

Program Chair: Jean McConochie
Pace University—TESOL '85
New York, New York 10038, U.S.A.

Associate Chair: Cathy Day
Eastern Michigan University—TESOL '85
Ypsilanti, Michigan 48197, U.S.A.

NON PROFIT ORG.
U.S. POSTAGE
PAID
Bloomington, Ill.
Permit No. 16